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ABSTRACT

This document is an activity book on global issues to be used as a supplement to existing curricula, and to offer varied and different information, perspectives, and teaching methods. The book is divided into 10 units. Each contains learning activities, handouts, and a list of additional resources. Unit 1, "Introducing the Concept of Global Awareness," examines what a global issue is and how global issues affect things in the students' everyday lives. Unit 2, "U.S. International Policy," discusses global issues for a new president. The third unit, "The Cold War," examines both the Soviet and U.S. perspectives. Unit 4, "Post-Cold War Issues: Life After the Wall," explores the changes in Eastern Europe in the 1990's and the spread of democracy and free markets. In the fifth unit, "World Trade and Economic Interdependence," the activities focus on international trade and the U.S. trade deficit. Unit 6, "The Global Environment," discusses the balance of nature in the global environment, and the problem of transnational pollution. In unit 7, "Indigenous Peoples," the student learns who indigenous peoples are and what their rights are. The activities in the "Population" unit examine population growth, its links to other global issues, and population programs that work. In the ninth unit on food, sections focus on the myths of hunger, and the effects of the Green Revolution. The last unit, "Development," discusses U.S. opinion of developing nations' development, sustainable development, and literacy and development. (DK)

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GLOBAL ISSUES FOR THE '90s

HEIDI HURSH - JOHATHAN FORE

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The authors dedicate this book to the loving memory of Elmer Andrew Albery, devoted educator, scholar and family man.

TEACHING MATERIALS FROM CTIR PUBLICATIONS

CTIR activity books are written and tested by classroom teachers who have special expertise in the pertinent content areas and pedagogies. Each book contains detailed descriptions for teachers on how to present activities, and associated mastersheets for photoduplication of student handbook/exercise sheets. Teachers thus need only a single book for use with an entire classroom of students.

CTIR activity books are designed to be used as supplements to teachers' existing curricula, and to offer varied and different information, perspectives and pedagogies than are often contained in standard curricula. Some books, however, offera presentation of activities in a sequential manner, and can be used as "mini" curricula, according to teachers and school needs.

Although CTIR Publications is committed to providing balanced views in the context of its activities and books that address controversial issues, not all individuals will consider them to be comprehensively representative of all possible perspectives. We remind teachers that it is ultimately their responsibility to provide their students with a balanced array of perspectives on such issues, and to use any supplementary teaching materials that they offer in their classrooms according to the intent and spirit of the curriculum objectives of their individual school districts and communities.

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I. INTRODUCING THE CONCEPT OF GLOBAL AWARENESS

The post-World War II period has witnessed a rapid increase in the ways in which international systems, events, and issues have become interconnected. Political and economic leaders have responded to these changes by developing new institutions such as the G-7, European Community, and UN Peacekeeping Forces. The transnational nature of global environmental issues was recognized at the Earth Summit in Rio de Janeiro in 1992. With the end of the Cold War, the 1990s present new perspectives on the issues which have dominated global affairs: trade, development, military expenditures, food, population, environment, and human rights. The UN and UNESCO helped to spotlight new global issues related to indigenous peoples, women, and literacy.

Students in today's world need to develop an understanding of the complexity of global systems, no matter which career they plan to pursue. The skills and attitudes of a responsible global citizen include the ability to analyze issues and events, sensitivity to cultural differences, and a commitment to active participation. The lessons and materials in this unit can be used to introduce the concept of global awareness and to provide models for the study of global issues and crises.

1. HOW GLOBAL ARE WE?

Introduction

Students often see the world narrowly in terms of their own priorities and experience. How can we help them to expand the scope of their understanding and to be able to identify the many ways in which their lives are linked to global issues and events? This lesson provides several ways in which students can explore the concept of global interdependence and relate it to their own experience.

Objectives

Students will be able to:
- Define the concept of global interdependence.
- Apply several measures of global interdependence.
- Analyze the impact of media coverage of global events.

Time

2 class periods plus out-of-class time to complete news media analysis

Materials

Handout 1-1, "How Much Impact?"
Handout 1-2, "Measures of Independence"
Handout 1-3, "News Media Analysis Form"

Procedure

1. Distribute copies of "How Much Impact?" (Handout 1-1) and ask students to rate the extent to which each headline might affect them as individuals and the United States as a whole. If necessary, give a brief explanation of any headline that the students do not understand, but avoid introducing too much detail.

2. When every student has completed the exercise, "debrief" the class to get a consensus response to each item. To give a visual image of the range of student responses, reproduce the 1-5 continuum on the chalkboard and record the number of responses for each number on the scale. Ask students on each side of the scale to support their positions with specific arguments. For the remaining headlines, oral responses or a show of hands should be sufficient. Throughout the discussion, encourage students to make the following distinctions:

- Longterm vs. shortterm effects. For example, the AIDS epidemic could have a longterm effect on the world's population and economy if a cure is not found. On the other hand, the damaged coffee crop in Colombia would have only a shortterm effect on the price of coffee.

- Direct vs. indirect effects. Saudi oil well fires would have a direct effect on individual citizens, since the price of gasoline would go up. Pollution in Mexico City would have a direct effect only on the people there, although it would affect the Mexican economy and the health of its citizens, which indirectly affects the U.S.

3. Personalize the concept of global interdependence for students by asking whether or not they have ever:

- Visited another country?

- Written to or heard from a relative or friend in another country?
- Read or subscribed to a newspaper or magazine published in another country?
- Seen a film or TV show that was produced in another country?
- Listened to a radio program in a language other than English?
- Talked to anyone who has lived in another country about his/her experiences?
- Owned a car or bicycle that was not made in their country?
- Owned a television set or audio equipment manufactured in another country?
- Owned clothing or shoes manufactured in another country?

4. To summarize, ask each student to diagram his/her connections to the world outside their country. Suggest that they include at least ten specific connections, using ideas from the headlines and class discussion. Using the 1-5 scale, on the chalkboard have the class rate how interdependent the world seems to be, with 1 representing little interdependence and 5 representing a high degree of interdependence.

5. (Second class period) Distribute copies of "Measures of Interdependence." Allow time for students to examine the data and ask them to identify ways in which the world is becoming more interdependent. Be sure that they include the following:

- Variety of countries receiving exports from other countries
- Rapid growth of U.S. investments in other countries and foreign investments in the U.S.
- Increasing number of overseas phone calls

6. Help students to make connections between the data in the charts and their own community by discussing the following questions:

- From which countries do most tourists visiting your community come? What are the main tourist attractions? Which jobs in the community depend on the tourist industry? (Tourism is now the second largest industry in the U.S.)

- Name some local companies that have expanded into international markets. Are there any foreign-owned companies in your community? Is any of the property owned by foreign companies?

- To which countries do you think most of the overseas phone calls in your community go? Do you know how to place an overseas call or send a fax to someone in another country? (A student could be delegated to check with one or more long distance companies to see if they have information on the number and destination of overseas calls.)

7. Advanced students or classes might be asked to predict the direction and magnitude of future global trends. One logical prediction might be that the trends represented in Handout 1-2 probably will continue if there are no global wars or worldwide

recessions that would alter the steady growth of trade and communication between nations.

8. Divide the class into three groups and distribute copies of "News Media Analysis Form." Assign one group to do a content analysis of daily newspapers, a second group to analyze the television news programs, and a third group to analyze weekly news magazines. Students should record their findings on the chart provided. Select a specific time span such as one week or two weeks. Encourage the group studying the TV news to measure the amount of time devoted to each news story and the print media groups to indicate approximate number of words, columns, or pages. Remind students to look in the business and science sections as well as in world news.

9. After each group has completed its analysis, ask the students to compare the views of the world they got through the different news media. Which had the strongest global emphasis? The least? Why was time/space allocated as it was? Why did some events get more emphasis in one form of media than in another?

10. Use the following questions to summarize:

- What kind of world view do we get from the news media?
- What changes do you think have taken place during the past five to ten years in the time and space devoted to global issues and events? Why?
- What do you think will happen to coverage of global news in the next ten to twenty years?
- How do think you will get the news? (technological changes)
- How do the time and space devoted to global issues by the news media affect global awareness?
- How do the news media affect our opinions about global issues and events?

10

Handout 1-1
Page 1 of 2

HOW MUCH IMPACT?

Listed below are fifteen headlines from U.S. newspapers. Across from each headline are two scales that can be used to measure the degree of impact (1= very little to 5= very much) of the event depicted in the headline. Use the first scale to indicate how much impact the event would have on you as an individual. Use the second scale to indicate the degree of impact the event could have on the United States as a nation. Indicate your choices by circling a number from 1 to 5 on each scale.

	Little Impact				Much Impact
1. Diamond Miners Strike in South Africa					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5
2. Nuclear Accident in Siberia Releases Radiation					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5
3. Pollution in Mexico City at Record High					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5
4. Dollar Up Against the Japanese Yen					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5
5. European Currency Unit Replaces National Currencies					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5
6. Baseball Popularity Soars in Caribbean					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5
7. Saudi Oil Well Fires Continue to Burn					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5
8. Iran Buys Nuclear Technology from Russia					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5
9. Brazilian Rainforest Tribe Facing Extinction					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5
10. Canadian Unity Threatened by Quebec Separatism					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5
11. AIDS Epidemic Continues Worldwide					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5

12. Colombian Coffee Crop Damaged by Bad Weather					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5
13. North Korea Tests Nuclear Weapon					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5
14. South African Blacks Vote in First Election					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5
15. Russian Citizens Face Cold Winter, Food Shortages					
Impact on me	1	2	3	4	5
Impact on the United States	1	2	3	4	5

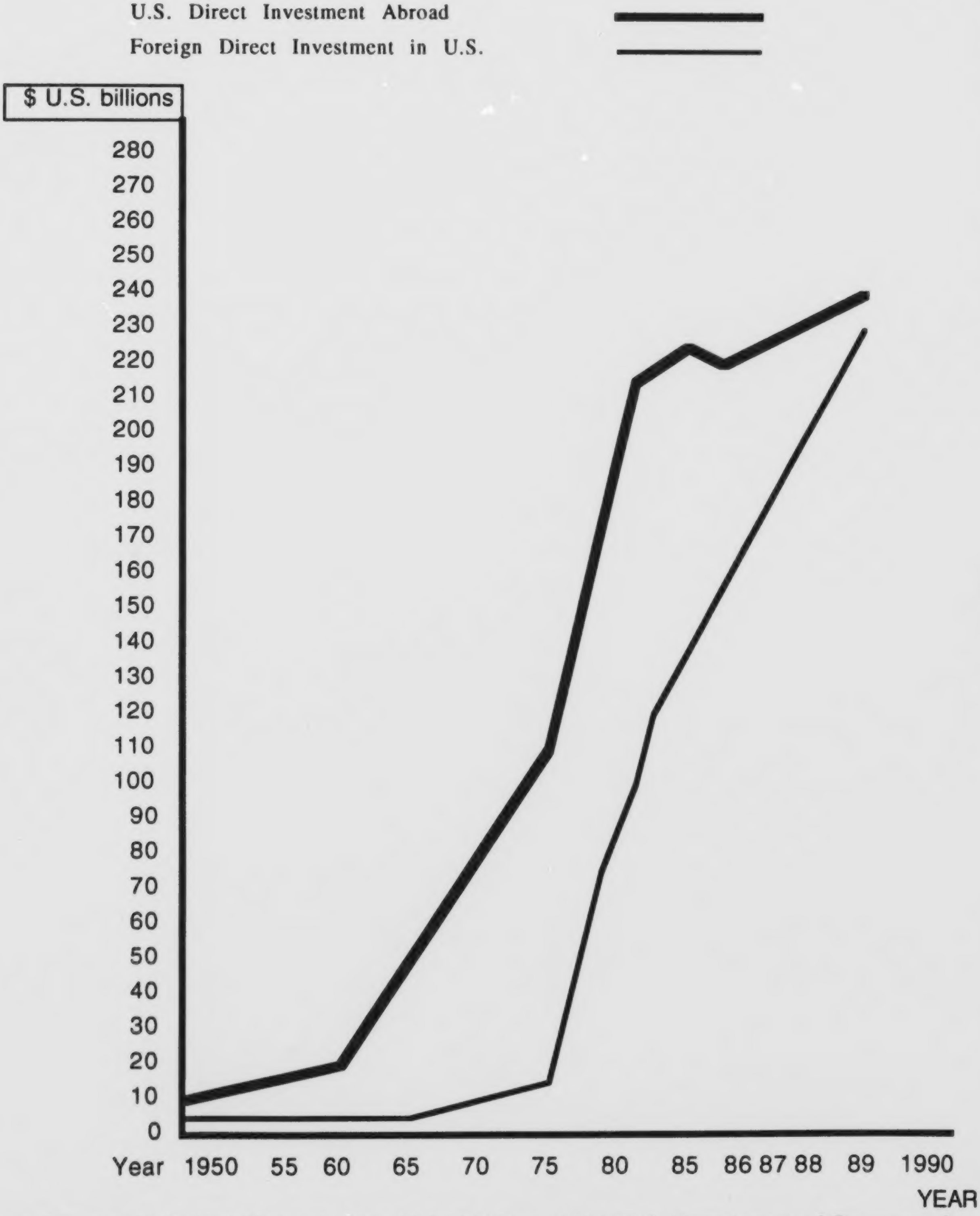
MEASURES OF INTERDEPENDENCE

Figure 1: Export Destinations

Country	Largest	Second Largest	Third Largest
Australia	Japan	United States	Hong Kong
Canada	United States	Japan	United Kingdom
Japan	United States	West Germany	South Korea
New Zealand	Japan	Australia	United States
United Kingdom	United States	West Germany	France
United States	Canada	Japan	Mexico
Hong Kong	China	United States	Japan
Indonesia	Japan	United States	Singapore
South Korea	United States	Japan	Hong Kong
Philippines	United States	Japan	Hong Kong
Taiwan	United States	Japan	Hong Kong
Thailand	United States	Japan	Singapore
China	Hong Kong	Japan	United States
India	United States	Russia	Japan
Congo	United States	France	Belgium/Luxembourg
Liberia	West Germany	United States	Italy
Iraq	United States	Brazil	Turkey
Israel	United States	United Kingdom	West Germany
Saudi Arabia	Japan	United States	Netherlands
Argentina	United States	West Germany	Brazil
Brazil	United States	Japan	Netherlands
Venezuela	United States	West Germany	Japan

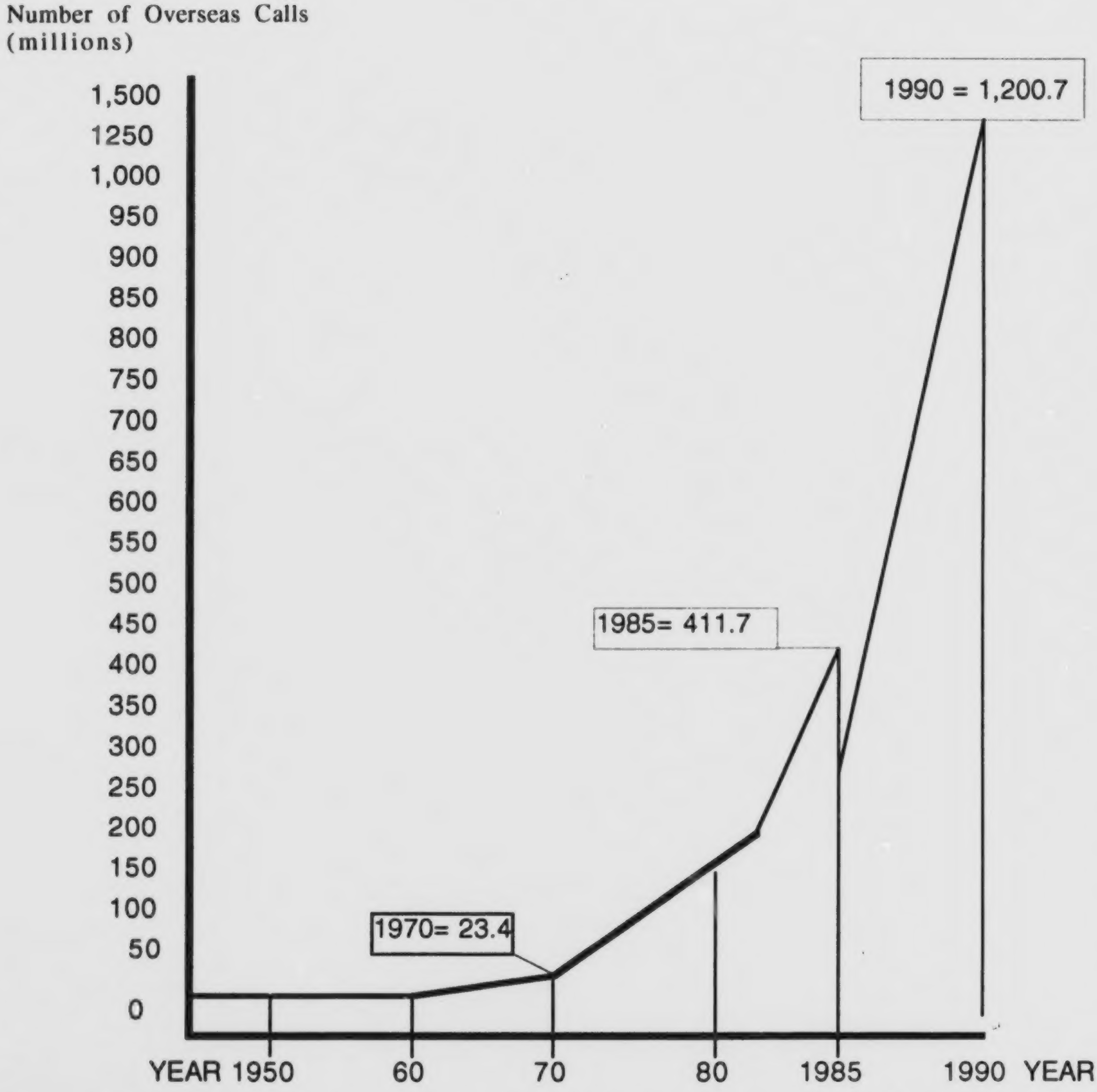
Source: The Economist, *Book of Vital Statistics,* NY: Random House, 1990.

Figure 3: Two-Way Flow of Investments, 1950-1992



Source: Statistical Abstract of the United States, 1992 (U.S. Department of Commerce)

Figure 3. Telephone Calls Overseas, 1950 - 1990



Source: Statistical Abstract of the United States, 1992 (U.S. Department of Commerce, Bureau of the Census)

NEWS MEDIA ANALYSIS FORM

Use this form to record the amount of attention given to global events and issues by the designated form of news media:

Time Period Covered: ____________________

Publication Or Broadcast Date	Percent of Time/Space To Global Issues	Percent of Time/Space To National Issues	Percent of Time/Space To State/Local Issues

Of the time/space devoted to global issues and events on each date, what approximate percentage was devoted to each of the subject areas below?

Publication or Broadcast Date	Peace/ Conflict	Trade/ Economy	Politics/ Government	Social/ Educational	Environment/ Resources	Technology/ Research

2. HOW DO WE ANALYZE A GLOBAL ISSUE?

Introduction

Analysis of global issues follows a pattern that can become a model for lifelong learning. The goal is to give each student a set of questions that he/she can apply to global issues as they develop in a rapidly changing world. Rather than giving them a body of knowledge which may soon become outdated, we can provide them with tools to locate and evaluate new information. This lesson introduces a model which can be used throughout a course to provide a basis for comparison of global issues.

Objectives

Students will be able to:
- Identify steps used to analyze a global issue.
- Distinguish between various perspectives on an issue.
- Give examples of the impact of a global issue at the national and local levels.

Time

1-3 class periods (depending on teaching strategy)

Materials

Handout 2-1, "Global Issues Analysis Model"
Resource materials on a selected global issue

Procedure

1. The teacher may use this model in any number of ways, depending on the skill level of the students and the materials available:

- Teacher-directed: The teacher uses the model as a demonstration of how to analyze a global issue. (S)he gives students an oral introduction to a selected global issue and has students take notes on Handout 2-1. The use of overhead transparencies to illustrate data, brochures, or articles about successful programs, and/or news articles to show national/local impact would make the presentation more concrete.

- Readings: Many texts and supplementary materials have sections on specific global issues. Assign appropriate readings, supplementing as necessary for Sections IV-VI of the handout with news articles, brochures, and/or speakers.

- Current News Articles: Base the issue analysis on current news articles, assigning students to locate the articles through the use of a computerized news service or periodical index. Use class discussion and/or guest speakers to fill in the gaps.

- Small Group (Jigsaw Method): Students are divided into groups and provided with data for one of the sections on the chart. After examining the materials and preparing a summary for their assigned section, students are regrouped. Each new group has a representative specializing in each section on the chart. The representative is responsible for teaching that section to the rest of the group.

2. Whichever method is used, make sure that the students understand the model as a sequence. It is important that they see it as a pattern and practice it enough so that the steps become a part of their thinking process as they approach a new issue. Reinforcing the model throughout a course is the best way to help students internalize it.

3. Explain the purpose of each step, either at the time the model is first introduced, or an as inductive exercise to summarize the lesson.

- Summarizing the Problem: Tell students to imagine that they are in a court of law and that they need to present the most convincing evidence that this is a serious issue involving a large number of people and that the issue crosses national boundaries. Encourage them to see that their evidence should be specific but not narrow. The evidence should be presented in a logical sequence leading to the conclusion that there is a serious problem.

- Causes: Most course objectives stress the importance of cause and effect relationships. Help students to distinguish between direct and underlying causes. The use of web diagrams, charts, or cartoons will help them to visualize causes.

- Perspectives: It is important for students to understand that there are often more than two perspectives on a global issue. They should be able to explain how a person's perspective is influenced by his/her background and experience, and how differently some issues are viewed by those outside their own country.

- Successful Programs: Psychologists have noticed in today's students a tendency to become depressed over the seeming hopelessness of some global problems such as the arms race, hunger, and poverty. As part of the study of a global issue, it is vital to show students what can be done and what has been successful. Depending on the issue, the teacher can use materials or speakers from such organizations as Amnesty International, the Peace Corps, Heifer Project, various UN programs, etc. Start a file of materials on successful programs and have students bring in articles or suggest contacts to keep it updated.

- Global/National/Local: Help the students to trace the impact of an issue on each level and to understand that a global issue manifests itself in different ways at the national and local levels. Make them see the connections between the issue and their role as citizens of a nation, state, and community (pending legislation, involvement in organizations, consumer decisions).

- Think Globally, Act Locally: Students will feel more connected to global issues if they see ways in which they as individuals can become involved. Many classes write letters or send a fax to officials, others make donations to an organization, some may volunteer for a local project such as a soup kitchen or Habitats for Humanity. Even seeking out new experiences or acquaintances is a form of action; students could invite an immigrant from the former Soviet Union to come to their class and describe the adjustments he/she had to make in coming to the United States.

4. As an extension of the lesson, try one or more of these activities:

- Assign students to role play several perspectives on an issue, using their notes on the chart and other materials.

- Ask for volunteers to plan a news report on the issue for (1) an international newscast such as CNN, (2) a national newscast representing a specific country, and (3) a local newscast from your community.

- Assemble a bulletin board on the theme, "Think Globally, Act Locally." Include pictures and materials showing how people in your community are participating in projects related to a global issue.

- Plan an educational project on a global issue for another class in your school or at an elementary or middle school.

- Prepare and print (using a computer or word processor) a brochure with facts about a global issue and ideas for citizen action.

GLOBAL ISSUES ANALYSIS MODEL

ISSUE ____

I. DEFINE THE PROBLEM: (List facts to prove that there is a problem. Organize your facts in a logical sequence.)

II. CAUSES: (List and briefly explain the causes of the problem.)

III. PERSPECTIVES: (How do different groups or nations view the issue?)

IV. SUCCESSFUL PROGRAMS: (What strategies have been successful in dealing with the issue?)

V. GLOBAL/NATIONAL/LOCAL: (How does this issue affect us at the national and local levels?)

VI. THINK GLOBALLY, ACT LOCALLY: (List ideas for action and/or organizations with which you can participate in an effort to deal with the issue.)

3. GLOBAL CRISIS ANALYSIS MODEL

Introduction

Students view global crises through brief "sound bites" in the media without the benefit of historical or cultural perspectives, and with little knowledge of the cast of characters or the geographic setting. No wonder they fail to see the importance of the daily skirmishes or the urgent meetings of heads of state reported in the press. The purpose of this model is to provide students with enough basic knowledge of an international crisis that they are encouraged to "tune in" to the news to learn more. It also serves as a useful format for comparison of two or more international crises. The longterm goal, as with the global issues model, is for students to develop a pattern to analyze crises that arise in their adult lives.

Objectives

Students will be able to:

- Identify steps used to analyze an international crisis.
- Summarize the main events of a crisis in chronological sequence.
- Explain several underlying causes of the crisis.
- Identify the main groups or individuals involved and their perspectives.
- Evaluate possible solutions to the crisis.

Time

1-2 class periods

Materials

Handout 3-1, "Global Crisis Analysis Model"

Procedure

1. The teacher may use this model to analyze a breaking news story or a historical event. The time and materials required depend on which of these teaching strategies is used:

Teacher-directed: The teacher uses the model as a demonstration of how to analyze an international crisis. (S)he gives students an oral introduction to the crisis, using Handout 3-1 as a guide for student note-taking. The lecture can be illustrated with one or more of the following: maps, timelines, political cartoons, and photographs of participants.

Readings: Text or supplementary books with sections on the crisis are assigned. Students use Handout 3-1 to take notes.

Current News Articles: News articles and/or videotaped newscasts are used to gather information. Students research the background in library sources.

Small Groups: The class prepares Parts I - IV of the handout together. Then students are divided into groups, with each group representing a different person or group involved in the crisis. Each group prepares a news report representing its perspective. Through class discussion, students arrive at a consensus about the differences between the groups and the possibilities for a solution.

2. Whichever teaching strategy is used, include a class discussion on possible solutions. First set up criteria for a solution, such as the following:

- The solution should satisfy all groups involved and represent a consensus.
- It should minimize the loss of life or injury to the civilian population.
- It should not give any one nation too much power.

Choice of criteria will depend on the crisis being studied, but approximately three criteria is a workable number and prevents students from choosing wildly impractical solutions.

3. Brainstorm a list of possible solutions and apply the criteria. Use consensus-building techniques to reach a decision. Review the decision by discussing the impact that the solution will have on each of the main groups or individuals involved in the crisis.

Students would see the importance of the lesson if they were given the opportunity to present their solution and a rationale supporting it to the appropriate government official or organization. If appropriate, have them write a letter, send a fax, or ask for a meeting to explain their ideas.

4. Debrief the activity by using some of these questions:

- What impact could (or did) this crisis have on you as an individual? On your country?

- At what point when it was developing, do you think it might have been prevented? How?

- What do you think will happen in the next year? Why?

- What will have to happen in order for your solution to be effective?

5. If the crisis you have studied is a current one, save the students' suggested solutions and review them again later in the year. Which were closest to what really happened?

GLOBAL CRISIS ANALYSIS MODEL

CRISIS ____

I. MAIN EVENTS: (Summarize the main events of the crisis in chronological order. Include dates and statistics where appropriate.)

II. GEOGRAPHY: (List and be able to locate the most important countries, cities, and other geographic features involved in the crisis. If possible, attach a map.)

III. MAIN ACTORS: (List the most important groups or individuals involved and describe their roles in the crisis.)

IV. UNDERLYING CAUSES: (List and explain several underlying causes of the crisis. Include specific historical developments, cultural conflicts, economic and/or political reasons.)

V. DIFFERENT PERSPECTIVES: (Choose at least two groups or individuals involved in the crisis and explain how they view it differently.)

VI. POSSIBLE SOLUTIONS: (From your knowledge of the crisis, offer one or more ideas for solutions.)

ADDITIONAL RESOURCES FOR UNIT I

American Forum. *The New Global Yellow Pages.* NY: Author, 1989.
A directory of over 170 global education organizations, projects, and programs.

Brown, Lester. *State of the World 1992.* NY: W.W. Norton, 1992.

Teacher resource with analysis of development issues and proposals for solutions. Available from the Worldwatch Institute, 1776 Massachusetts Ave., NW, Washington, D.C. 20036. Telephone: 202/452-1999. (Published annually - $10.95 plus shipping for 1992 edition.)

Close Up Foundation. *Current Issues 1992: Critical Issues Confronting the Nation and the World.* Arlington, VA: Author, 1992.

An excellent, readable summary of issues which outline policy options.

The Economist. *Book of Vital World Statistics.* NY: Time Books, 1990.

Organized by issues/topics, this statistical resource includes useful charts, graphs, and textual interpretation.

Jackson, Robert, ed. *Global Issues 92/93.* Guilford, CT: Dushkin Publishing, 1992.

Selected articles on a wide variety of global issues. Published annually.

Kidron, Michael and Ronald Segal. *The New State of the World Atlas.* NY: Simon & Schuster, 1991.

This atlas includes maps on a number of global uses, many of them drawn to scale (e.g., population, national income).

Tessidore, John and Susan Woolfson, eds. *A Global Agenda: Issues Before the 46th General Assembly of the United Nations.* NY: University Press, 1991.

An annual publication of the United Nations Association of the United States of America, this guide to issues facing the UN is a good resource to get quick, up-to-date summaries of perspectives on global issues.

UN Association of Canada. *On The Road to Brazil.* Ottawa, Ontario: Author, 1991.

Written to summarize the issues to be discussed at the Earth Summit in Rio in June 1992, includes development and environment, protecting the atmosphere, etc. Available for $14.00, plus shipping from UNA-Canada, 63 Sparks Street, Suite 808, Ottawa, Ontario, Canada K1P 5A6.

Worldwise. North-South News Service, 4 West Wheelock Street, Hanover, NH 03755. Telephone: 603/643-5071; FAX: 603/643-9599.

A monthly news magazine on global issues available by subscription from September-May. Each issue focuses on a specific topic. Recent issues have included Eastern Europe, U.S.-Mexican relations, and international education.

II. U.S. INTERNATIONAL POLICY

The United States is a dominant force in world affairs and the myriad policies it promotes around the world have immediate and long-lasting results. Because the U.S. plays such a pivotal role in world affairs, its international policies (and domestic as well) are heavily scrutinized, criticized, and often times adopted by other nations. A study of U.S. foreign policy will reveal historical trends, contradictions, objectives, interests, and perceptions of a nation thrust into the role of superpower in the years following World War II.

Although international policy can seem remote from the daily lives of many people, the historical division between international policy and domestic policy is becoming blurred. Indeed, the two are related as U.S. President Bill Clinton remarked on the eve of the Tokyo summit in July, 1993, "We have entered an era where the line between our domestic policy and our foreign policy has completely evaporated."*

U.S. international policy can be divided into numerous issue areas. These issue areas are interconnected, as is our world. Human rights, defense, economics, politics, the environment, education, immigration and migration and refugee policy, and terrorism are all issue areas of international policy. We are not going to presume that one issue area is more important, that is for you and your students to decide. The purpose of this unit is to expose high school students to the key issues of international policy, as well as to expose students to the complexities of international policy formulation.

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*"Clinton on Eve of Tokyo Summit," _Denver Post_, July 6, 1993, p. 1

4. INTRODUCTION TO U.S. INTERNATIONAL POLICY: GLOBAL ISSUES FOR A NEW PRESIDENT

Introduction

A study of U.S. international policy will reveal what objectives the United States hopes to achieve in the international arena, as well as how the United States perceives itself as a global power. This unit introduces students to the complex and interrelated nature of international policy, as well as the various issue areas that are important components of U.S. international policy: international trade, defense, terrorism, human rights, the environment, international aid and immigration and refugee policy. Additionally, emphasis is placed on current global issues that President Bill Clinton must face as chief executive, statesman, and commander and chief of the U.S.A. Note: Depending on the level of your students, you might consider doing this lesson after other activities in the book.

Objectives

Students will be able to:

- Identify and prioritize key issues involved in international policy.
- Describe the various issue areas that make-up international policy
- Provide rationales why certain issue areas should take priority.

Time

3 class periods

Materials

Handout 4-1, "Introduction to U.S. International Policy: Global Issues for a New President"
Posting paper
markers
tape

Procedure

1. Begin the lesson by asking students to name or give examples of U.S. international policy in the first 100 years after 1776. Some examples might be the Louisiana Purchase, the Monroe Doctrine, and the War of 1812, etc. Ask students to give examples of U.S. international policy since 1876. Some examples might be the protectionist economic policies in the 1920s and 1930s, U.S. involvement in World Wars I and II, Korea, Vietnam, and the Persian Gulf. Emphasize that the international or foreign policies of nations change over time (would a modern president publicly advocate the Monroe Doctrine?), as well as remain consistent (the defense of U.S. territory). Also, emphasize that the domestic and international policies of nations are interrelated. Domestic budget concerns and public opinion influence a nation's international policy.

2. Divide the class into small groups, assigning each small group to read Handout 4-1. Each issue area description is followed by, "Some key questions for the president." The purpose of these questions is to help students pinpoint some of the current, and important specifics, within each issue area. The questions will also help

students prioritize the issue areas, based on their own perspectives. After reading Handout 4-1, each group is to brainstorm and prioritize a list of international policy issue areas. The groups need not have prior knowledge of international policy, although some would be helpful (like reading the international news in a local newspaper once or twice a week). Each group should record its ideas on posting paper, which will be used as a visual aid later. They should have a rationale for why they prioritized their lists as such.

3. Have all groups report their ideas to the class and place the sheets posting paper where they can be seen by all. Each group should explain why they prioritized their group list in that order.

4. Next, have the class combine and prioritize all group policy ideas into one master list which should be representative of the whole class. Record this prioritized list on posting paper and save for the next class period.

5. Review the prioritized list, does it need any changes? Any new ideas?

6. The second part of this lesson allows students to focus on the specifics within each issue area, based on Handout 4-1 (and other readings you deem proper). Divide the class into seven groups of four (if possible) and assign each group an international policy issue area. The goal of this activity is to have students develop policy objectives and to prioritize the specific components of each issue area, as if they were foreign policy advisors to President Clinton. Again, each group should have a rationale why they prioritized it as such. For instance, take the issue area Defense-Security and prioritize a list of policy objectives for this issue area. It might look something like this: 1) defense of U.S. territory, 2) defense of the U.S. political system and free market ideals, 3) defense of allies, 4) defense of U.S. citizens around the world, and 5) upholding the right of free navigation for all vessels in international waters.

7. After each group has prioritized a list of specific policy objectives, have them present their policy objectives to the whole class.

INTRODUCTION TO U.S. INTERNATIONAL POLICY: GLOBAL ISSUES FOR A NEW PRESIDENT

The President of the United States is responsible for making foreign, or international, policy within the guidelines of the U.S. Constitution (this is not to say that Presidents have not broken laws). President Bill Clinton, the first U.S. President elected in the 1990s, faces a different world than when his predecessor, George Bush, was elected in 1988. Political, economic, environmental, military and social changes occur on a global scale almost daily. Many observers say that the Cold War is over, the Middle East has a new balance of power, Serbia has waged war on all of the former six republics of Yugoslavia, the political and economic situation in the fifteen nations that were once the Soviet Union deteriorates daily, large numbers of Haitian refugees attempt to enter the U.S., and the global environment is challenged daily by oil spills, deforestation and emissions from factories and cars. The world is a dynamic place, governments change, refugees seek food and shelter, economies worsen or improve, armies are defeated, reduced or expanded, forests are cut, and the infant mortality rate or standard of living changes. Sometimes it is difficult to tell when domestic policy ends and international policy begins. On the eve of the July 1993 Tokyo summit (for the leaders of the seven largest economies in the world, the "Group of 7"), President Clinton remarked: "We have entered an era where the line between our domestic policy and our foreign policy has completely evaporated."

U.S. international policy can be divided into numerous issue areas. These issue areas are interconnected, as is our world. Human rights, defense, international trade, the environment, education, immigration and migration and refugee policy and terrorism are all issue areas of international policy. We are not going to presume that one issue area is more important, that is for you to decide.

President Clinton faces an enormous task as he makes new and reshapes old international policy. Below are some of the different policy topics or issue areas that he must analyze and then articulate. To complicate matters, all of these policy issue areas are interrelated and, ideally, they should complement each other. Furthermore, these different policy areas must be tailored to different regions (the Middle East, Africa, Asia, etc.) and countries of the world.

INTERNATIONAL POLICY ISSUE AREAS

A. Human Rights
B. Environment
C. Defense and Security
D. International Aid
E. International Trade
F. Immigration and Refugee Policy
G. Terrorism
H. International Organizations

What other issue areas would you like to see included into U.S. international policy?

____

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Because of the large number of issue areas, Presidents and their advisors prioritize the issue areas, and in effect, set an international policy agenda. Sometimes historians label a certain set of policies as a "Doctrine," (for instance, the Truman Doctrine, Nixon Doctrine, Carter Doctrine, Reagan Doctrine).

The international policy of nations is constantly being changed and altered to fit the world situation at that time. For instance, in time of war the defense and security policy of a nation will become a priority. Generally, the international trade policy of a nation will be one of the consistent issue area priorities. Depending on the country, the environment can be a priority and defense can be of minimal concern. For some countries immigration is a top concern. Just as world events change, so do the national interests, and policy objectives of the countries of the world.

DESCRIPTION OF INTERNATIONAL POLICY ISSUE AREAS

A. Human Rights. The term "Human Rights" is very broad and it has a variety of different elements. Human rights can mean social and economic rights, political rights, civil rights, children's rights, and women's rights. The United Nations defines human rights as "the rights and freedoms that allow us to fully develop and use our intelligence, our talents, and our conscience and to satisfy our spiritual and other needs." They belong to everyone and are "the equal and inalienable rights of all members of the human family." Many of the United Nations member nations have different ideas about the range and importance of human rights. Some nations place more importance on social and economic rights than the development of democracy, or political rights. Unfortunately, children's rights and women's rights are two topics that have not received the same amount of global (and national) attention, in comparison to other aspects of human rights in general.

Some key questions for the President:

- How much should the U.S. stress the development and protection of human rights around the world?
- Should the U.S. trade with nations that consistently violate the human rights of its citizens?
- How close is the U.S. to its own goal towards human rights? If not too close, should it act as policemen to other countries in this area?
- How should the U.S. improve the global human rights problem?
- What other policy issue areas are related to our international human rights policy?

B. Environment: The term "environment" is also very broad and complex. The term "global environment" is even more complicated because we must consider the numerous ecosystems in the world in addition to local and national environment. Large global ecosystems such as oceans and seas, forests, deserts, agricultural land, rangeland, rivers and lakes, and the atmosphere are incredibly diverse, resilient and yet delicate at the same time. The global environment has taken centuries of abuse from human civilizations, and it faces a number of serious threats and challenges from the 4.6 billion inhabitants of mother earth. Acid rain, exhaust from factories and internal combustion engines, production and

Some key questions for the President:

- What role should the U.S. take in order to stop the destruction of the global environment? What environmental problem should take top priority?
- How can the U.S. work with other nations in order to stop the destruction of the global environment? Should the U.S. provide leadership, financial support, technical support, or a combination of these?
- Should the U.S. push for stricter global environmental standards for pollution emissions?
- Who will pay for environmental cleanup in the U.S. and around the world?

C. Defense and Security: The term "defense" includes all aspects of a modern military: conventional, nuclear, and biological warfare on the land, sea, under the water, and in the air. In addition, the U.S. and the former Soviet Union have made attempts to militarize the Earth's outer atmosphere, or space, with space-based weapons. Currently, the U.S. is rapidly downsizing the U.S. military, both personnel and number of military bases. In July of 1993, 134 U.S. military bases were scheduled to be closed worldwide.

Some key questions for the President:

- What is the role of U.S. military forces around the world? When should force be used? How much force?
- Should the size of the U.S. military be reduced, expanded or should it stay the same?
- Where should U.S. troops be stationed? For how long?
- Should space-based weapons be developed?

D. International Aid: International aid policy is concerned with the flow of financial resources from wealthy countries (developed market economies) to developing nations that need financial support to improve social and economic conditions. Nations that give financial support to other nations are called "Donor" countries. Often, financial aid is given to a country in return for political allegiance, as financial support is rarely given to a hostile nation. Financial resources, in the form of aid from a donor nation, can be roughly divided into three categories:

1. Aid from the United Nations and other international organizations to all developing countries.

2. Aid from developed and advanced economies to developing nations that are within their "sphere of influence."

3. Aid from oil-rich Arab nations to poorer Muslim nations, as well as to nations that extend moral support to the Arabs in their struggle with Israel.

Some key questions for the President:

- How much should the U.S. spend on total international aid?
- Which nations should the U.S. give financial resources to? How much to each nation?
- What should the U.S. ask for in return?
- On what conditions should the aid be given?

E. International Trade: International trade is also a very complex subject, as the trade relations, or business dealings, that occur on a daily basis in the global marketplace are staggering. International trade policy is concerned with import tariffs and quotas, currency values and exchanges, interest rates, loans, the domestic economy and the quality and prices of goods and services around the world. In addition, U.S. international trade policy must take into consideration the agreements we have with international organizations like the Organization for Economic Construction and Development (OECD), the General Agreement on Tariffs and Trade (GATT), International Monetary Fund (IMF), and the World Bank. Some economists say that economic war (or trade war) is already a fact of life as countries impose taxes and quotas on other countries' products.

Some key questions for the President:

- Should the U.S. promote free-trade, managed trade, or protective trade among the nations of the world?
- Is the value of the U.S. dollar in relation to other currencies of the world correct? Should it be lowered? Raised?
- Should the U.S. government borrow money from foreign banks? How much? On what terms? Should the U.S. loan money to other nations?
- How can U.S. companies make more money in the global marketplace?

F. Immigration and Refugee Policy: Immigration policy deals with the number of people that are allowed to live, work, and perhaps gain citizenship of a given country. The U.S. has always been a nation of immigrants. In fact, before 1882 the U.S. was open to anyone. The first immigration laws passed in the late 1800s and early 1900s set limits on the number of immigrants coming to the U.S. Each year, Congress and the President must decide how many immigrants will be admitted to the U.S. Current laws give priority to immigrants who are related to U.S. citizens, are seeking political asylum, or face persecution in their own country.

A refugee is someone who flees a country because of race, religion, nationality, and or membership in a particular social or political group. In addition, war, hunger, disease, and natural disasters have caused people to flee their country in search of adequate housing, food, water or medical care.

Some key questions for the President:

- Should the U.S. restrict further immigration?

- How can the U.S. help the world deal with the roughly 100 million people who are refugees?

- Should the U.S. open its doors to economic refugees as well as those who come for other reasons?

G. Terrorism: This is the use of violence or threats of violence to achieve a specific goal by intimidation and coercion of a group of people, an entire nation, a business, or social or political organization. Terrorists have set off bombs in crowded urban areas and airplanes, kidnapped and assassinated political and business leaders, and have launched propaganda campaigns to better their public image.

Terrorists fall into two main categories: state-sponsored and nonstate-sponsored. State-sponsored terrorists are supported and equipped by the government of a country. Currently, the U.S. government considers Libya, Iran, and Iraq nations that sponsor terrorist groups. Nonstate-sponsored terrorists are more independent and do not rely on a government for equipment, training facilities or even money.

Some key questions for the President:

- Should the U.S. negotiate with terrorist groups to find a nonviolent solution (if possible) to a problem?

- Should the U.S. retaliate against terrorist groups for terrorist attacks against U.S. citizens or property, or that of its allies?

- Should the U.S. pursue known terrorists and attempt to bring them to justice?

H. International Organizations: International organizations like the United Nations, the Organization for Economic Construction and Development (OECD), the General Agreement on Trade and Tariffs (GATT), the International Red Cross, and the World Bank seek to resolve differences, provide a forum for discussion, fund projects and care for people affected by natural disasters and war. The number and importance of international organizations has steadily increased since World War II. The United States must maintain relations with many international organizations.

Some key questions for the President:

- Should the U.S., acting with the United Nations seek to "police" the globe and enter into many peacekeeping missions?

- Should the U.S., working within the GATT framework seek to reduce international trade restrictions and tariffs and promote "free trade.'

- What leadership role should the U.S. take to promote peace and security among the nations of the world. How can the numerous international organizations be mobilized to support U.S. objectives?

ADDITIONAL RESOURCES FOR UNIT II

Anderson, Annelise and Dennis Bark, eds. *Thinking About America: The United States in the 1990s.* Stanford University, CA: Hoover Institution Press, 1988.

Art, Robert J. and Seyom Brown, eds. *U.S. Foreign Policy: The Search for a New Role.* New York: MacMillan, 1993.

Bender, David, ed. *American Foreign Policy, Opposing Viewpoints.* St. Paul, MN: Greenhaven Press, 1972.

Department of State Bulletin, published monthly

Fulbright, J. William. *The Price of Empire.* NY: Pantheon Books, 1989.

Roberts, Brad, ed. *U.S. Foreign Policy after the Cold War.* Cambridge, MA: MIT Press, 1992.

Statistical Abstract of the United States. 1991. U.S. Department of Commerce, Bureau of the Census.

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III. THE COLD WAR

Throughout history, rivalry, conflict and distrust among great powers have been constants in global politics. Such powers have typically had reasons to fear the other's intentions, as well as to promote vital interests that compete with other great powers. All too often, the end result of this competition, rivalry and suspicion has been war.

The Cold War was unique in the history of the world for several reasons. First, it fueled an arms race, including nuclear weapons, of unmatched proportions. Second, the world was divided politically, militarily, and, to an extent, economically, into two spheres of influence--the "socialist" East and "capitalist" West.

This lesson introduces the ideological differences, misperceptions, antagonistic rhetoric and conflict between the East and West during the Cold War. The purpose here is to provide a balanced view of the Cold War in order to give students a better historical perspective on the key areas of contention that highlighted the roughly forty-five years of "Cold War."

5. THE COLD WAR: A CASE STUDY OF CONFLICT

Introduction

The term "Cold War" is widely used, however most middle and high school students do not have a clear idea of what the Cold War really means and the issues that fueled this confrontation. Hopefully, they will gain at least a minimal historical perspective, enough to understand basic reasons for confrontation between the east and west during the Cold War. This unit introduces students to the Cold War and the viewpoints, objectives, and perceptions of the two main antagonists of the Cold War, the United States and the Soviet Union. A timeline and timeline key are provided to help illustrate the major events of the Cold War. Key terminology of the Cold War is highlighted and defined. In addition, comments on the U.S. and Soviet perspectives of the Cold War are provided, in order to highlight the major differences that plagued the Cold War.

Objectives

Students will be able to:

- Identify the main antagonists of the Cold War and the general time period of hostilities.
- Identify and compare the major events of the Cold War
- Answer basic questions from the "Cold War Timeline."

Time

3 class periods

Materials

Handout 5-1, "The Cold War"
Handout 5-2, "Outline Map of Europe"
Red and blue markers, pens, or pencils
Handout 5-3, "Cold War Timeline

Procedure

1. Ask the students what they know about the Cold War. When was it? Why is it called a "cold" war? Who "fought" whom? Where was the "Cold War" fought?

2. Distribute Handout 5-1 to all students and have them read it carefully. Distribute a copy of Handout 5-2 to each student and while reading it, have them identify the NATO member countries by shading them blue and the Warsaw Pact countries in red (refer to Handout 5-1 for NATO and WTO member countries). You might consider modeling this on an overhead projector.

3. After students have completed the map, review the most important information and clear up any questions regarding the map, vocabulary, or content.

4. Have students answer the following questions from Handout 5-1 either as a homework assignment or as a class discussion:

- What country did the United States and the Soviet Union join together to fight against during World War II ?
- When did the Soviet Union and the United States become superpowers?

- What are three examples of military competition between the Soviet Union and the U.S. during the Cold War?
- Give four examples of how Soviet and U.S. ideology differs
- How did the economic system of the U.S. differ from the economic system of the Soviet Union?

5. Divide the class into groups of four to six. Distribute Handout 5-3 to all students. The goal of this activity is to have students manipulate the information from the "Cold War Timeline and Key" as they follow the timeline from the beginning of the Cold War to the end. As they follow the timeline and timeline key, have each group answer the following questions:

- When did the Cold War begin? When did it unofficially end?
- Which nation developed atomic weapons first?
- When was Germany divided and how long was it divided?
- When was Korea divided into north and south? Is it united now?
- Which was formed first, NATO or the Warsaw Pact? When was each formed?
- Why was each alliance formed?
- When was the first time a nation tried to break away from the Warsaw Pact? Which country? When was the second time? What country?
- Who launched the world's first satellite?
- Why would the U.S. send U-2 spy planes over the Soviet Union?
- What island did U.S.-sponsored mercenaries invade?
- Who were the two leaders of the U.S. and Soviet Union during the Cuban Missile Crisis? Why was it a "crisis"?
- What is meant by "detente"? How long did detente last?
- What programs, or reforms did Mikhail Gorbachev start?
- What, in your opinion, was the tensest moment of the Cold War?

6. Review each question and clarify any confusion or questions students might have.

THE COLD WAR

At the end of World War II (1939-1945) the United States and the Soviet Union emerged as the world's most powerful nations, or *superpowers.* Each nation had an enormous amount of military capability, political strength and leadership, and economic potential. Relations between these two countries were never friendly, but they were *allies* against Nazi Germany during World War II. Immediately following World War II, rivalry and suspicion between the U.S. and the Soviet Union intensified. Because of this political, economic, and military rivalry soon created an atmosphere of tension and crisis that became known as the *Cold War.*

The U.S. and the Soviet Union were rivals in almost everything during the Cold War. The following is a brief description of the military, political, and economic competition between the two superpowers.

Military Competition: At the end of World War II, the U.S. and the Soviet Union had the two biggest militaries in the world. With the defeat of Nazi Germany, a common enemy had been eliminated, but both nations' armed forces were maintained at a high level. In addition to conventional weaponry, the U.S. had the technology to produce and use atomic weapons at the end of World War II (which they used twice on Japan). The Soviet Union wanted atomic weapons as well, and they tested their first atomic bomb in 1948. Each nation developed new and more powerful nuclear and conventional weapons, and an arms race was started. Each nation assigned their best scientists and engineers to produce the best, most accurate and powerful weapons. After World War II, U.S. President Harry Truman began a policy of "containment," which would last until the Cold War ended. The policy of "containment" meant that the U.S. would try to "contain" any attempts by the Soviet Union to expand its power around the globe.

In addition, the United States and the Soviet Union established military alliances with other nations. In April 1949, the United States formed the North Atlantic Treaty Organization (NATO), whose purpose was to defend against a possible Soviet invasion of Europe. In all, fifteen nations would enter the NATO alliance--the U.S., Canada, Italy, Portugal, Denmark, Norway, Iceland, Greece, Turkey, West Germany, Britain, France, Belgium, Luxembourg, and the Netherlands. Likewise, the Soviet Union, under their leader Josef Stalin (Stalin means "man of steel" in Russian), formed the Warsaw Pact military alliance in 1952 as a response to NATO. In all, seven nations would join the Warsaw Pact (named after the city where the agreement was signed): the Soviet Union, Poland, East Germany, Czechoslovakia, Hungary, Bulgaria, and Rumania. With the formation of these two organizations, the military competition between the two nations increased and Europe became divided into *spheres of influence*; the U.S. was dominant in Western Europe, and the Soviet Union was dominant in Eastern Europe. With the division of Europe into two large military alliances, British leader Winston Churchill remarked that an *Iron Curtain* had descended over Europe, dividing the continent and restricting movement between East and West. As both sides continued to develop new weapons, the military strategy of each nation centered around the defense of its territory and the territory of its allies.

Political Competition: The fundamental basis for each nation's form of government is vastly different and in conflict with the other. The concepts and ideas behind a form of government or political system are called ideology. Both nations thought their form of government to be superior. The Soviet Union was the political leader of the "Soviet Bloc," while the U.S. was the leader of the "Free World." Below is a quick summary of the ideological differences between the U.S. and the Soviet Union:

Soviet Ideology

- Personal property should be limited in order to make the standard of living more equal among all members of society.
- Only one political party is necessary, however the members of this party should be elected by the people.
- The government should own most businesses.
- The government should provide a large number of social services.

U.S. Ideology

- Personal property is a fundamental right of any individual.
- Having more than one political party is necessary in order to insure that opposing viewpoints are heard.
- Most businesses should be owned by private citizens.
- The government should provide a small number of social services.

Economic Competition: The U.S. and the Soviet Union also competed economically during the Cold War. Each country had different economic philosophies. The economy in the Soviet Union was heavily state-owned (or government) and was centrally planned by government economic planners. The economy in the U.S. is owned mostly by private corporations with minor degrees of government control. Prices of goods and services in centrally planned economies tend to be stable, whereas prices in free enterprise economies tend to change often.

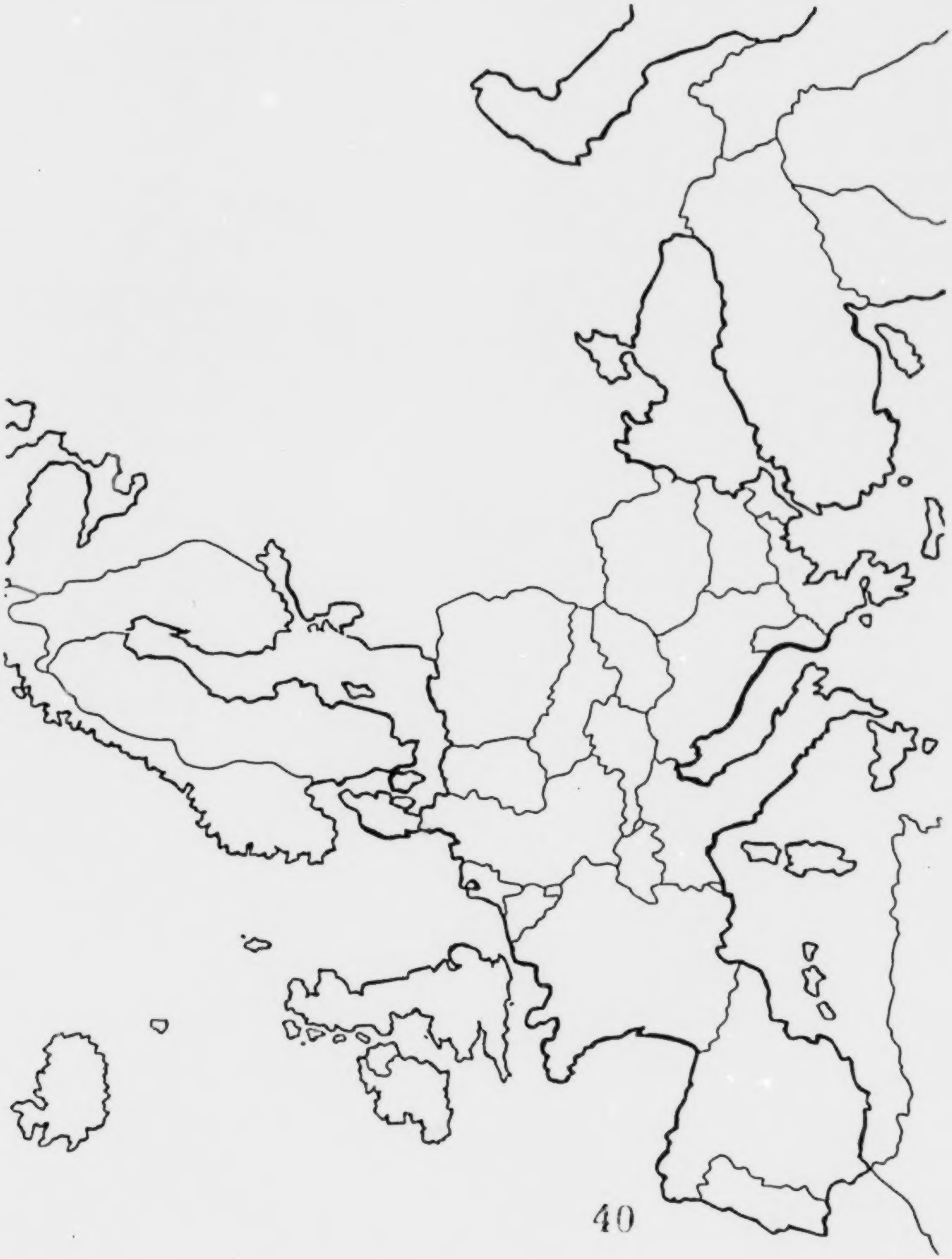
The Soviet Union formed the Council of Mutual Economic Assistance (CMEA). This organization closely linked the economies of Eastern Europe: Poland, Czechoslovakia, Hungary, East Germany, Rumania, Bulgaria, as well as Cuba, and Mongolia.

A special accounting unit, the transferable Ruble, was established as a means to facilitate trade. This monetary unit was not honored by the U.S., Western Europe, or other nations that demanded "hard" currency for payment.

The U.S. barely traded with CMEA member countries during the Cold War. The U.S. Congress imposed trading restrictions with CMEA member countries on many forms of high technology, and all types of military equipment. The U.S. would not accept Soviet currency (rubles) as payment for goods and services, only U.S. dollars.

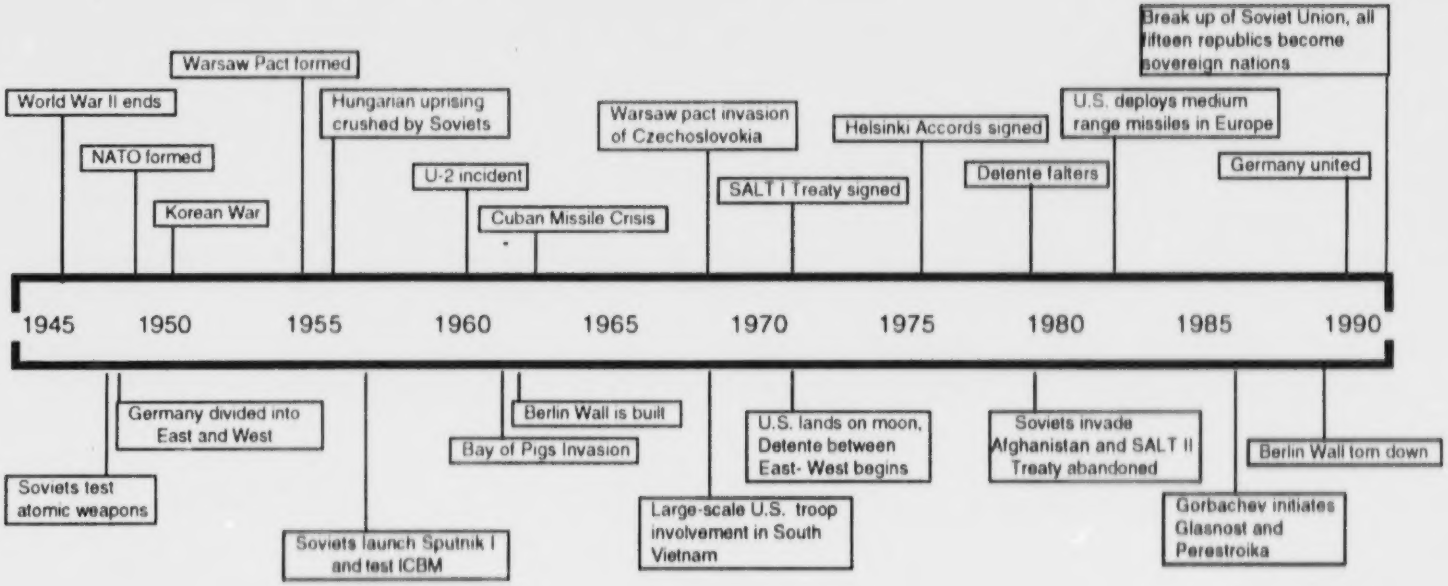
Handout 5-2

OUTLINE MAP OF EUROPE



COLD WAR TIMELINE

Handout 5-3
Page 1 of 4


World War II ends
NATO formed
Korean War
Warsaw Pact formed
Hungarian uprising crushed by Soviets
U-2 incident
Cuban Missile Crisis
Warsaw pact invasion of Czechoslovokia
SALT I Treaty signed
Helsinki Accords signed
Detente falters
U.S. deploys medium range missiles in Europe
Break up of Soviet Union, all fifteen republics become sovereign nations
Germany united
1945
1950
1955
1960
1965
1970
1975
1980
1985
1990
Soviets test atomic weapons
Germany divided into East and West
Soviets launch Sputnik I and test ICBM
Bay of Pigs Invasion
Berlin Wall is built
Large-scale U.S. troop involvement in South Vietnam
U.S. lands on moon, Detente between East- West begins
Soviets invade Afghanistan and SALT II Treaty abandoned
Gorbachev initiates Glasnost and Perestroika
Berlin Wall torn down

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COLD WAR TIMELINE KEY

World War II Ends: Berlin falls to Red Army troops and within days, on May 8, 1945, Germany unconditionally surrenders to the Allies (comprised of Britain, United States, France and the Soviet Union). The U.S. shifts its forces to the Pacific theater and on August 6, 1945, after two atomic bombs dropped by the U.S. and a Soviet invasion of occupied Manchuria, Japan also unconditionally surrenders. This officially ends the Second World War.

NATO Formed: In April 1949, Western nations form the North Atlantic Treaty Organization, a Mutual Defense Pact. The original members are: Norway, Denmark, Iceland, Netherlands, Belgium, Luxembourg, Britain, France, Spain, Italy, United States, and Canada. The agreement states "an armed attack against one or more of [its members] in Europe or America shall be considered an attack against them all."

Germany Divided Into East and West: In summer 1949, Western allies consolidate their occupation zones to form the Federal Republic of Germany, or West Germany. The Soviets control the German Democratic Republic, or East Germany.

Soviets Test Atomic Weapons: In the fall of 1949 the Soviet Union tests its first atomic bomb, alarming Western nations.

Korean War: Communist North Korea with Chinese aid invades South Korea. The U.N. condemns the action and sends United Nations forces, including many U.S. troops, to defend South Korea. After initial Communist victories, the U.N. troops win almost to the Chinese border. In July 1953, an armistice is signed setting the border between North and South Korea at almost the prewar line.

Warsaw Pact Formed: In 1955, West Germany joins NATO, prompting the Soviet Union and its satellite countries to form the Warsaw Pact, a mutual defense alliance. The original members are: Soviet Union, Poland, East Germany, Czechoslovakia, Hungary, Rumania, and Bulgaria.

Hungarian Uprising Crushed By Soviets: In 1956, protests in Poland spur Hungarians to demonstrate for more freedom. Hungary attempts to break away from the Warsaw Pact and looks to the West for aid. Soviets and other Warsaw Pact nations descend on Budapest and crush the Hungarian prodemocracy "freedom fighters."

Soviets Launch Sputnik I and Test ICBM: In 1957, the Soviets successfully launch an Intercontinental Ballistic Missile and also launch Sputnik I, the first artificial earth satellite. In early 1958, the U.S. also puts a satellite into orbit and confirms both nation's capability to fire long range heavy lift missiles with nuclear payloads.

U-2 Incident: In May 1960, a U.S. U-2 spy plane is shot down over Soviet Union. An apology is demanded by the Soviets and refused by the U.S. A summit meeting is canceled as tensions flare.

Bay Of Pigs Invasion: In April 1961, anti-Castro Cuban exiles, sponsored by the United States and trained by the CIA, invade Cuba. This fails with extremely high casualty rate and Castro strengthens his control over Cuba.

Berlin Wall Is Built: On August 13, 1961, a wall dividing Berlin into east and west is built by the Communists. U.S. tanks and troops enter the city and Soviets cancel defense cuts and increase military spending.

Cuban Missile Crisis: In October 1962, the U.S. learns the USSR secretly put missiles into Cuba. U.S. President Kennedy demands that they be removed and puts a blockade on Cuba. Soviets agree to remove the missiles if the U.S. removes its missiles from Turkey. U.S. refuses and tensions reach a climax. After a week, Soviet Premier Khrushchev agrees to remove the missiles.

Warsaw Pact Invasion of Czechoslovakia: In August 1968, Warsaw Pact forces led by the Soviets invade Czechoslovakia, squashing a Czech attempt to gain more freedom. Soviet troops remain in Czechoslovakia to assure its continuation as a Soviet satellite nation.

U.S. Reaches Large-Scale Troop Involvement in South Vietnam: By 1968, 500,000 U.S. troops are fighting in South Vietnam. The U.S. has been steadily increasing its involvement in the war in Vietnam, while the French, who have been fighting in Southeast Asia for over ten years by 1968, completes their withdrawal. The U.S. pulls out all of its troops in the country by 1973 after 50,000 U.S. troops are killed and 250,000 wounded. South Vietnam falls to the Communist forces in 1975.

SALT I Treaty Signed: U.S. President Nixon and Soviet Premier Brezhnev sign the Strategic Arms Limitation Treaty to limit production of nuclear weapon. Tensions relax.

U.S. Lands on Moon; Detente between East-West Begins: In 1972, the United States lands astronauts on the moon. A detente, or relaxation of tensions, begins between the U.S. and the Soviet Union.

Helsinki Accords Signed: Tensions relax in 1975 as the Helsinki Accords are signed by the East and West. Both sides agree to the borders of post-World War II Europe and set certain human rights requirements for all the signing nations.

Soviets Invade Afghanistan and SALT II Treaty Abandoned: In 1979, the U.S. and USSR sign the SALT II Treaty limiting long-range nuclear weapons. In late 1979, the Soviets invade Afghanistan to support the fledgling Communist puppet government against the rebel Mujahadeen forces. U.S. stops consideration of the SALT II Treaty and supports the rebels in Afghanistan. The detente between the U.S. and USSR falters.

U.S. Deploys Medium Range Missiles in Europe: In June 1982, the U.S. and the Soviet Union open the Strategic Arms Reduction Talks (START). In 1983, after some progress, NATO deploys Pershing II medium-range nuclear missiles in western Europe and the Soviets walk out on the talks.

Gorbachev Initiates Glasnost and Perestroika: In 1986, the new Soviet Premier, Mikhail Gorbachev, introduces the glasnost and perestroika programs. These programs encourage new ideas and trigger a democratic movement throughout the Soviet Union and Eastern Europe.

Berlin Wall Torn Down: In November 1989, the wall dividing East and West Berlin is bloodlessly torn down by thousands of protesters opposed to the East German government.

Germany United. In 1990, Germany is united under the Kohl government. The two Germanys, the U.S., USSR, Britain and France begin reunification negotiations. The Soviets agree that the united Germany will join NATO and the economies are joined in July. Official political union occurs on October 3, 1990.

Breakup of Soviet Union, all fifteen republics become sovereign nations: In August of 1991, a coup attempt by Communist Party hardliners, including certain elements of the armed forces and the KGB, forces Gorbachev to resign and this accelerates the end to the Soviet Union. All former fifteen republics elect national leaders and adopt their own constitutions.

6. SOVIET AND U.S. PERSPECTIVES: BOTH SIDES OF THE WALL

Introduction

During the Cold War, the Soviet Union and the U.S. fought each other with propaganda, arms buildups, and both sides competed to gain allies through the use political pressure, economic and military aid. Clearly, both sides had vastly different perspectives, policies, and objectives that they promoted. This lesson gives students an opportunity to explore and articulate the different perspectives of the two competing superpowers as they waged "cold war" against the other. The comments in the handouts are fictional, but typical of the rhetoric exchanged during the Cold War.

Objectives

Students will be able to:

- Identify the major issues and points of contention during the Cold War.
- Articulate both the U.S. and Soviet perspective of the Cold War.

Time

2 class periods

Materials

Handout 6-1, "U.S. Perspectives of the Cold War"
Handout 6-2, "Soviet Perspectives of the Cold War"

Procedure

1. Divide the class into two groups, an East and West. One group will be responsible for presenting the U.S. point of view (Handout 6-1), and the other group will be responsible for presenting the Soviet point of view (Handout 6-2). Have each group read the comments on their reading and then summarize the viewpoints, perceptions and objectives of each superpower as they relate to the Cold War.

2. Have each group present their side of the Cold War to the whole class. Facilitate the presentation and discussion so that all sides of the issue are presented and understood.

3. Close the discussion with the following questions:

- How does the media mold perspectives?
- Do leaders' opinions seem to differ from those of the common people?
- What was the greatest area of conflict?
- Which of the three forms of competition (military, economic, political) are most reflected in the comments?
- What areas of possible compromise can you identify?

U.S. PERSPECTIVES OF THE COLD WAR

"In the years after World War II the Soviet Union has amassed a large, formidable military which poses an imminent threat to the security of Western European nations. Due to this threat, the NATO forces must remain on constant alert and prepare to repel a Soviet surprise attack. The Soviet arsenal of nuclear weapons, both tactical and strategical, poses yet another threat to the safety of the free world. The increased number of small conventional conflicts involving Communist forces in Korea, Cuba, and Vietnam shows the desire of the Soviets to spread the Communist ideal throughout the world. Because of this desire we must maintain peace through strength and vigilance."

General Spencer Welton
Commander of U.S. Ground Forces in West Germany

"When looking at the state of the Soviet Union and its satellite countries one thing stands out. The grim repression of the democratic movements in Hungary and Czechoslovakia shows that the Soviets are merciless when dealing with political opposition. The disregard for the people of Eastern Bloc countries and intense military buildup shows that the Communist party is more intent on keeping power than on providing for the welfare of their citizens. The very structure of the Communist party is unstable in its nature and leads to uncertainty in the progression of power. Their support of Communist revolutions abroad demonstrates the willingness of the Soviets to spread Communism throughout the world. All of these combine to make the Soviet Union potentially dangerous to the freedom of democracies everywhere.

Senator Robert Wilson, Chairman, Senate Foreign Relations Committee.

"I read somewhere that Soviet women get treated as second class citizens, and that Soviet people in general are unfriendly."

Mrs. Margaret Roberts, Housewife, Spokane, Washington

"I read in this book that if you speak out against the government in the Soviet Union you will go to Siberia and work in a forced labor camp. Also, the government controls the mass media like newspapers, radio and television. It is no wonder the U.S. can't trust them."

Mrs. Sarah McMurphy, Teacher, Cleveland, Ohio

"The President should really get tough with the Soviets. We cannot allow them to base nuclear missiles so close to the U.S. Also, why are they building so many ICBMs?"

Mr. Anthony Castamara, Salesman, Austin, Texas

SOVIET PERSPECTIVES OF THE COLD WAR

"The imperialistic and aggressive tendencies of Western countries have forced the Soviet Union and its allies to keep a constant vigil. The enormous size and power of the Capitalist nations has driven an arms race of great proportions. The Soviet Union has been able to keep up and maintain a large defensive force in East Europe. A build-up in nuclear weapons has put the Union of Soviet Socialist Republics in a position to defend itself through strength and against the possible invasion of western military nations in order to secure an acceptable peace. The aggression of the Western nations has been seen in Korea, Vietnam and Cuba. Because of this, the Soviet Union must be prepared to defend Communist ideals both at home and abroad through strength in arms."

Field Marshall Vladimir Surkonov
Commander of Soviet Ground Forces in East Germany

"The United States, in their pursuit of worldwide democracy has shown to us their aggression against the political structure of our nation. In addition, they openly mount a propaganda and sometimes a military offensive every time an oppressed nation's people want to liberate their country from pro-U.S. dictatorships and join the socialist camp. Our system of government is very appealing to people who have been exploited and degraded by the so-called democracies in the West"

Valentin Girshkin, Engineer, Gorky, Russia

"I read in the paper that American women are discriminated against and they are not paid as much as men for the same job. This is not the case in the Soviet Union; men and women get paid the same."

Galina Burtsin, Architect, Leningrad

"I saw a documentary on TV that showed the crime and drug problem in the U.S.A. to be very bad, and law enforcement could not stop it. In comparison, our crime and drug problem is minor."

Boris Norganovich, Taxi Driver, Minsk, Belarus

"I read in a newspaper that the civil-rights problem in the U.S.A. is horrible. Blacks are discriminated against by whites, and the U.S. government does not even care. Our constitution would not allow that to happen."

Konstantin Uranov, University Student, Moscow State University

"On TV they showed the newest American missile to be based in Germany, the Pershing II. I bet you that each one is aimed at the USSR. This is a serious threat. Why does America want to threaten and challenge us?"

Anna Petroshkin, Teacher, Kiev, Ukraine

ADDITIONAL RESOURCES FOR UNIT III

Brown, J.F. *Eastern Europe and Communist Rule.* Durham, NC: Duke University Press, 1988.

> This book is an analysis of the important events, developments, and underlying trends of Eastern Europe over roughly four decades of its communist history, with special reference to the last twenty-five years.

Gaddis, John Lewis. *The United States and the Origins of the Cold War 1941-47.* NY: Columbia University Press, 1972.

> This book is an analysis of the evolution of U.S. policy toward the Soviet Union from the formation of the Grand Alliance in 1941 to the proclamation of the Truman Doctrine in 1947.

George, Alexander L. *Managing U.S.-Soviet Rivalry: Problems of Crisis Prevention.* Boulder, CO: Westview Press, 1983.

> This book examines the lessons of the detente period in the 1970s and provides case studies of several Middle East conflicts, the Angolan Crisis of 1975, the Ogaden War of 1977-1978, the abortive U.S.-Soviet talks on limitation of conventional arms transfers to third areas, and the Soviet combat brigade in Cuba.

IV. POST-COLD WAR ISSUES: LIFE AFTER THE WALL

Life as usual changed on that cold night in December when thousands of East and West German citizens began to tear down the Berlin Wall. Within two years Germany would be united and the Warsaw Pact dismantled as a fighting force. And less than three years after the Berlin Wall was torn down, the Soviet Union experienced a coup attempt by Communist hardliners which resulted in the break-up of the Soviet Union into fifteen sovereign nations.

Today, it would be hard to speak of a bilateral world where the U.S. seeks to actively and aggressively contain the nations of the former Soviet Bloc. Also, it appears that the days when both nations massed nuclear and conventional weapons for a future military confrontation in Europe or elsewhere are behind them.

For the average U.S. citizen, life is pretty much the same today as when the Cold War raged. Their system of government and the free-market economy are unchanged, as are their standard of living, inflation rate, and our nation's borders. The same cannot be said for the 370 million people in the world--citizens of the former Soviet Union, Poland, Czechoslovakia, East Germany, Hungary, and Bulgaria–that lived in planned economies with a political system that was put in place by Stalin. Life after the Wall is radically different. In effect a sudden, gigantic step into the uncertainties of free markets and open elections.

7. DEVELOPMENT OF DEMOCRACY AND FREE MARKETS: A BRAVE NEW WORLD

Introduction

The transition from a planned economy to a free market economy is no easy task, especially for senior citizens who have lived their entire life in a planned economy. The transition from a planned economy to a free market economy can be done quickly as in Poland and "Shock Therapy," or the transition can be more gradual like Hungary. This lesson introduces students to the difficulties of changing from a planned economy to free markets, and from one-party socialism to multiparty democracy. In order to highlight the difficulties of this monumental transition, perspectives from average citizens are used.

Objectives

Students will be able to:
- Describe the various hardships people must face when their economic and political life is radically changed.
- Identify the pros and cons of the transitions to democracy and free markets.

Time

2 class periods

Materials

Handout 7-1, "Perspectives on Capitalism"
Handout 7-2, "Perspectives on Democracy"

Procedure

1. Begin the lesson by asking students what they know about current events in Russia, Poland, Ukraine, Georgia, The Czech Republic, Hungary, Estonia, Latvia , and/or Lithuania. What is the economic situation like? Is democracy being developed?

2. Next, explain to them that for 370 million people, citizens of the former Soviet Union, East Germany, Poland, Hungary, the Czech Republic, and Bulgaria, the transition from an economic and political system installed by Josef Stalin is an enormous and painful task. Stalin imposed economies controlled by the government, state-owned businesses, one-party political systems, large amounts of government censorship of the mass media, and oppression of those who dissented. To change to an economic and political system similar to the United States and western Europe is extremely difficult, confusing, and frightening. Ask students how they would react if suddenly their political and economic systems were replaced by new and unfamiliar rules, prices of everything tripled and any job security their parents had before was tossed out the window.

3. Divide the class into two groups, the "Procapitalism" and the "Conservative." Explain that each group will read only their half of each handout, and that they will be responsible for summarizing the views of the people in their half of the handout, i.e, the "Conservative" group will read only the comments by the "Conservatives" and they will summarize only that viewpoint. Explain that the comments on the handouts are from ordinary people who have experienced living under the Soviet system, and are now living in

4. Distribute Handout 7-1 to all students and allow them time to read it.

5. After it has been digested, facilitate a discussion between the two opposing groups focusing on the pros and cons of each side. What are the pros of moving toward a capitalist economic system? What are the cons? What are the hardships? Who will have the most difficult time? Bring out the opposing viewpoints in order to highlight the difficult and problematic nature of such a transition.

6. Repeat this format the next day with Handout 7-2. But, change the groups around so that the students are exposed to both a prochange and a conservative perspective.

7. To conclude this lesson, discuss the following questions:

- Who will have the hardest transition, the elderly or the young? Why?
- What is an example of "economic chaos"?
- How can the rest of the world ease the transition?
- What advice would you give a person who is not happy about the transition to free markets and democracy?

Handout 7-1

PERSPECTIVES ON CAPITALISM

PROCAPITALISM

"I am making more money now, mostly German marks and U.S. dollars, than when the Communist Party was in charge of the economy. I like the move to capitalism and less state control."

Evgeni Kardovsky, Taxi Driver,
Minsk, Belarus

"The change from Soviet socialism to western style capitalism is very difficult, especially for people of my parents, of Stalin's, generation. But I think Russia must change its economy, no matter how difficult."

Galina Balenova, School Teacher
Smolensk, Russia

"I am very comfortable with the changes being made in the economy. They allow us to have more control of the price of our crude oil. Also, I am taking home forced more profit."

Boris Dolgoruki, Oil Field Worker
Irkusk, Siberia

"Since the fall of the Communist Party (August 1991), our hospital has received more foreign-made surgical instruments and other medical supplies than ever before. We need foreign aid and technology in our hospitals. I also hope to to get paid more under the new conditions."

Marina Avrashova, Pediatrician
Kiev, Ukraine

CONSERVATIVE

"Everything is more expensive now and petrol can be hard to get. Also, getting repair parts for my truck is hard because so many factories have shut down. It is economic chaos."

Nikolai Smerkin, Truck,
St. Petersburg, Russia

"The changes are ruining our economy. All transactions have been reduced to the barter. I cannot run my factory; I can't get the needed materials to produce anything. At least before the economy worked."

Pavel Vukovsky, Factory Manager
Volgograd, Russia

"I was laid off because our factory did not get enough cloth to operate. There are no job openings for me. The cost of food has tripled in the last two months. I will be onto the street if these trends continue."

Irina Ulyanova, Unemployed Factor Worker
Moscow, Russia

"The living conditions for our Army officers and their troops are horrible. Since August 1991, everything has deteriorated for us. My men and I cannot go back home because there are no apartments for us. All the changes to the economy have disrupted everything."

Ivan Garenkov, Army Officer
Kaliningrad,, Russia

Handout 7-2

PERSPECTIVES ON DEMOCRACY

Prodemocracy

“I am excited for Russia’s future. We need more democracy in our political system. For over 75 years we have had only one political party. It is time we introduced competitive elections.”

Konstantin Lermatov, Bus Driver
Gorky, Russia

“Democracy must be allowed to develop or we will always remain a backward country. History has proven Communism wrong. The Communists had too many leaders who were not responsive to the people.”

Josef Boronodsky, University Student
Moscow, Russia

“I hope that democracy allows us to elect the best leaders for our country. Most of the rest of Europe is democratic and I think Latvia should be too. We just need time to make it work.”

Inga Bierkerte, Translator
Riga, Latvia

“We must introduce democratic changes and have multiparty elections. Since 1917 Communists have controlled everything and that is why Russia is in such bad shape."

Larissa Turgenova, Store Clerk
St. Petersburg, Russia

Conservative

“The Ukraine has no experience with democracy. The same people who were Communists are now claiming to be democrats. Wolfs in sheep's clothing. If this is democracy, the West can keep it."

Ludmilla Petrova, Nurse
Kharkov, Ukraine

“This is no time for a social experiment. Our country needs firm leadership. That is our most pressing need, not the introduction of an unfamiliar political system from the West."

Alexander Mogadev, Pensioner
Moscow, Russia

“Democracy is an empty word in this country. We do not know how it works. So far, democracy has only disrupted everything. Our political leaders only argue and nothing accomplished. At least before our political system worked.”

Yuri Polnakov, Airplane Pilot
Moscow, Russia

“Democracy has not worked in Russia. Too much chaos and uncertainty. We need strong leaders to step forward and put an end to this experiment “

Dimitri Gubenov, Engineer
Novosibirsk, Russia

8. EASTERN EUROPE IN THE 1990S: THE WALL COMES TUMBLING DOWN

INTRODUCTION

The revolutionary events of 1990 in Eastern Europe* have ushered in a new historical phase for the region, and for the world. The postcommunist era in Eastern Europe has begun and the myriad challenges of moving from political and economic systems imposed on Eastern Europe by Josef Vissarionovich Stalin to western style parliamentary democracies and free-market economic systems seem overwhelming. While each East European nation has historical, political, economic, and social factors that are unique, each also shares three major, common set of problems or challenges. The purpose of this lesson is to introduce students to these three common challenges, as well as to specific issues within them.

Note: If you wanted to expand on this lesson, assign students to research a country or countries in East Central Europe. Research could be done on the current situation, the communist period, the interwar period or any period in history.

OBJECTIVES

Students will be able to:
- Locate the countries of Eastern Europe on a map
- Describe the three common challenges that all Eastern European countries experience
- Describe the main characteristics of the "Communist Period"
- Define the term "Post-Communist"

TIME

3 class periods

MATERIALS

Handout 8-1, "Life After the Wall"
Posting paper and markers
Map of Europe, including Eastern Europe

PROCEDURES

1. Have students imagine what it would be like to have many aspects of their daily lives changed suddenly, as if they lived in Eastern Europe. This can be done several ways. One method is to ask students to sit back and open their minds. Ask them to imagine living in another country where many new and important laws are being introduced, and many aspects of society are to be changed. Another method is to act as if you read about these changes in the morning paper. This will take some theatrics; try to keep a straight face and be very serious when you inform the students about the changes. Remember, you are caught in the middle with your students, so some emotions like disbelief, anger, etc., would be natural. Get your students to believe what you are saying. Try to get them upset and asking lots of questions.

2. Explain to students that seven major reforms or changes are to be introduced within a couple of months. The government is trying to erase poverty and equalize the standard of living for its citizens. In

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*For the purposes of this lesson, Eastern Europe is defined as Poland, Czechoslovakia, Hungary, Bulgaria, Romania, and former East Germany.

addition, the government wants to improve the culture for its citizens, so many parts of the mass media will come under government control. Finally the government will improve the education for all its people. The seven reforms are:

- The government will be collecting all history, geography, government, psychology, and economics textbooks because they are filled with errors. Explain to them that what they have been learning was factually incorrect, and that certain government officials in the past have purposefully printed these books with errors because they wanted to control our knowledge and instill "politically correct" values and viewpoints. Tell them that new, factually correct books are finally being printed and they will arrive in a couple of months. Explain to them that you, as a professional educator, are very sorry that their education will be put on hold, and that many subjects must be relearned. This will be more work for students and teachers. Tell them to expect at least another semester of high school.

- The armed forces have started a draft, and every young, able person must serve in the military after graduating high school for a minimum of two years. This is to ensure that our country will maintain a strong defense against hostile nations.

- The government will equalize wages for all working people. A doctor will get paid the same as a factory worker. This will make for a more just and equal society.

- The government will "streamline" the election process by only putting one political party on the ballot. The new party will be called the "People's Party." Different candidates can compete for office, but they must be endorsed by the government and members of the "People's Party." This will ensure that no revolutionary or extremist political party will gain power.

- The government will take control of the mass media--TV, newspapers, and radio. The government, after many research studies, has proven that young people are exposed to too much violence and sex on TV, and that watching this "trash" promotes violence and promiscuity among young people. Furthermore, the government believes that radio stations around the country play too much music and not enough news. In addition, the print media will be censored by the government, and only stories favorable to our political and economic system will be printed.

- The government will take over the housing industry and all apartments and new homes will now be built and controlled by the government. This is necessary to ensure that all people in society have equal access to housing. This will mean that each young person will have to wait four years for an apartment if single, and two years if married.

- Finally, the government realizes that these changes will be difficult at first, but we will all benefit in the long run. To ensure that these changes take place with minimal disruption, the government will put in prison anyone who tries to work against the government. Opponents of the government and any type of criminal activity will not be tolerated. This sounds harsh, but the result will be that our society will be more equal, and we will have less crime on the streets.

3. Discussion what type of emotions students were feeling. Was anyone angry, scared, sad, happy, in disbelief, etc.? What was the worst of the proposed changes? Does the notion of government-imposed equality appeal to them?

4. Now that you have radically changed their lives, explain to students that for the peoples of Eastern Europe, these major changes are no joke, and that they actually happened in the years immediately following World War II. Many of the emotions that your students were feeling are a serious matter for the peoples of Eastern Europe. Show them on a map the region of Eastern Europe.

5. Distribute Handout 8-1 "Life After the Wall," and allow time to read it individually.

6. After students have read the handout, arrange them in small groups, assigning each group the following questions:

- Is it better to introduce reforms quickly, or gradually?
- Do some reforms have to take place before another begins?
- Are some reforms more important than others? What are the most important? What are the least important?
- What can other nations do to help ?
- What specific types of assistance do these nations need?

7. Have each group record their ideas on posting paper. Explain that each group will present their answers/ideas to the entire class. One or two students will need to be the group's spokesperson.

8. After each group has shared their ideas, make one master list that incorporates ideas from each group.

9. Close the lesson by reviewing the following:

- When was the "Communist" Period in Eastern Europe?
- When did the "Post-Communist" Period begin? What events started the move away from communism?
- What are the three general challenges that all East European nations face as they reform their societies?
- What are the most serious challenges?

- What type of emotions do people feel when their lives are radically altered?
- What can other nations do to help ?

LIFE AFTER THE WALL

In 1989, the people of Eastern Europe[1] started a series of revolutions[2] that ushered in many dramatic changes. Perhaps the most notable was when, on November 10, 1989, the Berlin Wall was peacefully torn down by thousands of jubilant East and West German citizens. For twenty eight years, the Berlin Wall bottled up far more than the frustration of 17 million East Germans, it symbolized the division of Europe and this century's longest war--the Cold War. In 1989, forty years of history in Eastern Europe--the Communist period--was challenged and rejected and the Cold War was declared over. Life after the Berlin Wall will be radically different for the people of East Europe. It promises to be a difficult transition from the certainties of the Communist period to the uncertainties of open elections and free markets.

To understand the revolutionary events of 1989, we should take a look back to the Communist era in Eastern Europe. The Communist Period in Eastern Europe began immediately after World War II (1939-1945), when Soviet leader Josef Vissarionovich Stalin (stalin means "steel" in Russian) imposed Soviet-style Communist political and economic systems on the countries of Eastern Europe. The characteristics of Soviet-style political and economic systems include: government or state ownership of all property and industry (which means the government tightly controls the prices and availability of goods and services in the economy), government control of the mass media, single-party, pro-Moscow political parties, strict government control of travel and movement of its citizens, repression of religion, and military forces that are closely linked with Soviet forces.

By 1948, Soviet leader Stalin had accomplished his desire to shape the political and economic systems of the East European countries in the Soviet image. Many leaders in the West were alarmed at what Stalin and his followers were doing (in violation of the February 1945 Yalta Treaty). Winston Churchill, Prime Minister of Great Britain during World War II, summed up the perceptions of Western leaders in his famous March 1946 "Iron Curtain" speech. In this speech, Winston Churchill sadly described the division of Europe: "From Stettin in the Baltic to Trieste in the Adriatic, an iron curtain has descended across the continent. Behind that line lie all the capitals of the ancient states of Central and Eastern Europe . . . . These famous cities and the populations around them lie in what I must call the Soviet sphere, and all are subject . . . to an increasing measure of control from Moscow."

During the Communist period (roughly 1947 to 1990) in Eastern Europe, Soviet-East European nations wavered from friendly to uneasy to hostile. After Stalin's death in 1953, many attempts were made by Eastern Europe to loosen Stalin's strict control and Moscow's demand of total obedience. In 1956 in Budapest, Hungary, 1968 in Prague, Czechoslovakia, 1970, 1976, and 1980 in Poland, and in 1980 East Europeans, protested against their governments by marching in the streets, clashing with Soviet-backed troops, and generally demanded more freedom and independence.

By 1990 the nations of Eastern Europe got their wish. The Soviet Union, under the leadership of Mikhail Sergeeyvich Gorbachev, changed Soviet policy toward Eastern Europe from the heavy handed Brezhnev doctrine to the "Sinatra Doctrine." In 1989 Soviet Foreign

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[1] For the purposes of this lesson, Eastern Europe is defined as: Poland, Czechoslovakia, Hungary, Bulgaria, Romania, and former East Germany.

[2] Revolution is defined as "Rapid, basic transformations of a society's state and class structures. They are accompanied and in part carried through by class-based revolts from below." From Theda, Sokcpol, *State and Social Revolutions: A Comparative analysis of France, Russia, and China*, Cambridge: Cambridge University Press, 1979, p. 4.

Minister spokesperson, Gennady Gerasimov, proclaimed Soviet policy towards Eastern Europe as the "Sinatra Doctrine" when he stated that, just like Frank Sinatra's song, "I'll do it my Way," that Eastern Europe could "go their own way."

The 37 million people of Eastern Europe did not take long to remove their antidemocratic and authoritarian rulers. By the end of 1989 the post-Communist era began, as the rulers of Poland, Czechoslovakia, Hungary, East Germany, and Romania were removed from power. The reform process took longer in Bulgaria; however, many of the high ranking former Communist officials have been removed from power.

The nations of Eastern Europe were faced with a monumental and painful task; how to transform their societies after forty-two years of living in a place where the government has had an enormous amount of control over all components of a society, i.e., the economy, politics, communications, social services, education, etc. Each of the East European nations (and other nations like Cuba, Mongolia, Albania, and Yugoslavia) experience at least three general challenges as they seek to change their societies in the post-Communist era.

Three General Challenges

Dismantling the shell of communism. This means dismantling the numerous institutions, regulations, and organizations which maintained the communist economic and political system. Examples of the "shell of communism" are the secret police; government bureaucracies that administered and planned communist policies; election rules; control of mass media; state-funded social services; government subsidies to maintain inefficient industries; and government regulation of business dealings.

Developing new political and economic systems. New ways and standards to conduct the political and economic life of a country must be developed if it seeks to replace unpopular political and economic systems. This means living by new rules and adopting new attitudes about how the political process and economy of a nation operates. This also means hardships, uncertainty and risk taking.

Dealing with internal challenges that threaten reform. All societies face internal challenges that threaten the standard of living for its citizens. Crime, violence, ethnic unrest and conflict, civil rights, unemployment, inflation, pollution, and health care are all examples of issues with which modern societies must deal. These issues can be even more difficult when a society is in the reform stage and caught between the old ways of communism and the new ways of the post-communist era.

In addition, each nation will, to varying degrees, experience specific challenges as they evolve their societies in the post-communist era. Every nation of the world has unique characteristics that separate it from the other nations of the global community. In addition, every nation has events in history that are unique. As East European nations struggle to make the required reforms, they will be confronted with specific challenges that are unique, and that require unique solutions. Below are some issue areas that all East European nations (and others) must address as they reform their society. The extent of the challenge or the degree of reform varies greatly from country to country.

Ten Specific Challenges

1. **Nationalism**. Nationalism is a strong feeling of devotion or pride in one's country. Taken to the extreme, nationalism can lead to war.

2. Economy. Economic issues are dear to most people. Issues like unemployment, inflation, interest rates, taxes, and wages are of prime importance to most of us. Economic hardship is practically inescapable for Eastern Europe. It is an enormous task to take an economy that is heavily controlled by the government to an economy where private citizens make most of the decisions. During the transition process, increased unemployment, inflation, confusion, and an overall decrease in the standard of living will severely test the new, postcommunist governments' ability to develop a well-functioning economy.

3. Political systems. The people of Eastern Europe are attempting to forge democratic traditions where none previously existed. Government that has its supreme power vested in the people and is exercised through them or their elected representatives, or democracy, is something new to Eastern Europe (with the rare exception of Czechoslovakia, which has a brief history of democracy before World War II). For those not familiar with democracy, it can be confusing, frightening, and frustrating. For people used to nondemocratic, authoritarian rule democracy can seem chaotic and near anarchy (or absence of government and laws).

4. Mass media. In the postcommunist era, the control of the mass media--radio, print media, and television--has gone from near total government control to partial government control. Each nation is seeking to find a proper, responsible arrangement that allows all of its citizens access to mass media that has less government censorship.

5. Education. Like other aspects of society, the education systems of East European nations will realize reforms. History textbooks will be revised, economic classes will include more content on capitalist-style economies, and controversial issues like sex education, AIDS, and teen pregnancy will either be taught or deleted from the curriculum, depending on the individual country.

6. Law and order. Each East European nation will have more control over its law-making process and judicial systems than during the communist period. The challenge for each nation will be to build judicial and law enforcement systems that maintain law and order without being overly harsh on its citizens.

7. Environment. All the nations of Eastern Europe face serious environmental problems. During the communist era, little attention was given to environmental issues. In addition, there were few environmental safeguards as the government lacked the resolve necessary to regulate its own industries. The result was massive, costly environmental damage. The nations of Eastern Europe must find the money and technology necessary to clean-up pollution and reduce the amount of pollution produced by its industries.

8. Military. Each East European nation is finally in control of its own military. During the communist era, each nation was a member of the Soviet-led Warsaw Treaty Organization. This gave the Soviet Union large amounts of control over the military in each East European nation. The Warsaw Treaty Organization has been disbanded and each nation now directs its own military. Each nation is now free to make its own military policy, a fact of life that worries other European nations, as the stability that existed during the days of the Warsaw Treaty Organization are gone.

9. Diplomatic relations. The nations of Eastern Europe are forging new relations with the vast number of countries of the world. They are free to make treaties, agreements, and trading relationships with whomever they like. This is a marked change from the communist era, and it opens up new possibilities, as well as potential difficulties.

10. Nuclear weapons. The nations of Eastern Europe are now able to arm themselves with nuclear weapons. This is not to say they will or should, but the possibility exists despite international pressure not to acquire nuclear weapons.

All of these ten challenges raise serious and important questions for the people of Eastern Europe and their elected representatives. It is hard to imagine these nations not needing help from the rest of the international community in the form of money, technology, diplomatic support or business expertise. The move away from the communist era is dotted with obstacles, however, now the people of Eastern Europe are in control of their own destiny.

RESOURCES for UNIT IV

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Walters, E. Garrison. *The Other Europe, Eastern Europe to 1945.* New York: Syracuse University Press, 1988.

Periodicals:

Current History
East European Society and Culture
Foreign Affairs
Slavic Review

The Woodrow Wilson International Center for Scholars publishes numerous research papers dealing with Eastern Europe and the former Soviet Union and its former territories. They are available free of charge by written request from:

East European Studies
Woodrow Wilson International Center for Scholars
370 L'Enfant Promenade SW, Suite 704
Washington, DC 20024

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V. WORLD TRADE AND ECONOMIC INTERDEPENDENCE

The interdependent nature of the global economic system has been a fact of life for at least four centuries. The world has seen many incredible advances in science and technology since the days when sugar grown in the Caribbean by African slaves would be shipped back to Europe to sweeten Asian tea. The world has seen a steady increase in world trade since the days of the commercial and industrial revolutions. And although nations have long since stopped sending out privateers to capture another nation's gold and silver, economic competition between nations still remains an important issue as many nations of the world have moved toward free trade relationships. The General Agreement on Tariffs and Trade, the European Community, the U.S.-Canada Free Trade Pact and, Asian Pacific Economic Council (APEC) and the North American Free Trade Agreement, are all examples of nations working together to discuss and solve multinational trade issues.

As the Cold War fades into the archives of history, economic competition between nations and multinational companies could very well become the dominant issue and point of discussion, and contention, between nations.

Several trends have emerged that illustrate the ever increasing interdependent nature of the global economy:

- The increasing ease of moving information. Better, faster and cheaper computers and communication systems make it easier to receive, record and transmit information on a global scale.
- The increasing ease of international investments and transactions. For many years, the move has been toward reducing trade barriers, although free trade in its purest form is still not a reality.
- Increasing international lending. The banking industry is one of the largest and most visible of industries to cross national political boundaries. The large commercial banks in Europe, Japan, and America are likely to continue to lend money to developing nations in Asia, Africa, eastern Europe and the former Soviet Union.
- The increase of joint ventures and strategic alliances. Private corporations and governments are joining together to pool resources and take advantage of comparative advantages to increase market share and keep operating costs reasonable.

9. INTRODUCTION TO INTERNATIONAL TRADE

Introduction

Many economies rely on trade. In the United States, businesses sell computers, commercial and military aircraft, grain and beef, while U.S. consumers buy TVs, VCRs, automobiles and oil from other countries. Most nations cannot produce everything they need to satisfy consumers and run industries. Foreign-made products sell well in the U.S. because they are less expensive and are often considered more reliable than U.S.-made products. This lesson introduces students to the issues surrounding international trade. Handout 9-1 provides a brief description of international trade and introduces some key concepts such as comparative advantage, productivity, free trade, protectionism, tariff and quota and the role of the domestic economy and world trade.

Objectives

Students will be able to:
- Explain why nations trade.
- Describe productivity and the factors that influence productivity.
- Explain the pros and cons of protectionism.
- Explain the concept of comparative advantage.

Time

3 class periods

Materials

Posting paper
Markers/pens
Handout 9-1, "An Introduction to International Trade"

Procedure

1. Divide the class into small groups and give each group posting paper and pens or markers. Have them brainstorm a list of products they think might be produced in their state or country for trade to other nations. Label this "Export" list. Next, have them brainstorm a list of products that they think are made by another country and imported into their country (including the clothes and shoes they are wearing). Label this "Import" list.

2. Have each group make a brief presentation of their two lists to the class as a whole.

- What conclusions can be drawn from the lists?
- What are the most common products we import?
- What are some of the products we produces for export? Why don't we just produce everything ourselves and bypass trading with the world?
- Is anyone wearing clothes and shoes that were made entirely in our country?
- Does anyone live in a household where everything is made in this country ?

3. Arrange the class back into small groups and assign each group a question on which to focus. Each group will be responsible for presenting their answer to their question to the whole class. Some of the assigned questions could be:

- Why do nations trade with each other and why has global trade steadily increased over the last 200 years?
- What is a "comparative advantage" and give examples of this concept?
- What are some protectionist measures that a country can use to manage international trade?
- What are some of the pros and cons of protectionist trade policies?
- What are some of the important variables that influence worker productivity?
- How do the domestic economy and the global economy influence each other?
- What are some important variables in the domestic economy that help determine international trading relationships?

4. Distribute Handout 9-1 to all students and allow time to read it. Remind them to read the entire handout, paying close attention to their group's question and the following terms: comparative advantage, free trade, quotas, tariffs, and productivity. Also, remind each group that they will be responsible for presenting their question and answers to the whole class. Each group should write their question(s) and response(s) on posting paper, large enough for the whole class to see.

5. Close the lesson by looking back at the "Import" and "Export" lists the students composed. Have them explain why certain products are on each list based on what they learned from the reading.

AN INTRODUCTION TO INTERNATIONAL TRADE

The nations of the world trade an incredible amount of money, goods and services each day. Computerized dealing alone dispatches over $300 billion across national borders each day. The world's large financial centers in London, Tokyo, New York, Hong Kong, and Bonn, Germany, are never asleep, they just rest for a few hours every day. Why world trade? Before nations traded gold and silk and cars and computers, the diverse peoples of the world traded food, spices, metals, furs, and feathers. Trade is as old as mankind, but why? Seven basic reasons can be given for the steady increase in world trade:

- Some countries make a better product than others.
- Some countries make a cheaper product than others.
- Some countries do not have all the natural resources and other products that it takes to run industry.
- Sometimes you get more for your money, more value per dollar, elsewhere.
- Selling domestic goods and services to global customers is a way to make money.
- It is easier to invest in the international marketplace than ever before.
- It is easier to move information around the globe than ever before. Cheaper, better and faster computers and communication systems increase the flow of information and facilitate decision-making.

The economy of many nations depends on trade with other nations. Companies profit from selling commercial and military aircraft, computers, beef, and grains to other countries. The U.S. exports various forms of popular culture like music, films, sports, clothing and food. Consumers in the U.S. buy clothing, consumer electronics like TVs, VCRs and calculators, automobiles, and natural resources like oil and lumber from other countries around the world. The economy of a nation grows faster when it trades with other nations rather than producing goods and services for use. There are many factors that influence how nations trade with each other.

The following is a brief discussion of many of the key variables, or factors, that influence international trade.

Comparative Advantage: Most countries have a particular strength or strengths that allow them to make certain products at a lower cost (and perhaps higher quality) than other countries. The location and climate (geography), natural resources, amount of skilled labor, technical superiority, and money available for investment in research and design all vary from country to country. When a country has a particular strength in one or more of these areas that allows it to make a cheaper, higher quality product than other countries it is called a *comparative advantage.* Comparative advantage allows the hundreds of different countries in the world to profit by trading goods they produce most efficiently for products other countries make more efficiently.

For instance, U.S. consumers drink thousands of tons of coffee grown in Central and South America. Because of the geography of the United States, they are not able to grow coffee beans very efficiently or at the same level of quality as the countries of Central and South America. These countries have a comparative advantage over the U.S. in coffee bean production.

Also, the U.S. company Boeing, which makes large commercial airliners, has a comparative advantage in commercial airplane production. It can make a plane of extremely high quality using advanced materials and technology faster and cheaper than any other company in the world. Most nations look to Boeing for large commercial jets.

Productivity: Another important issue of international trade is the level of productivity that a country has. The level of *productivity* varies from country to country and from industry to industry. Productivity is the amount of goods produced per worker-hour. If a country has a high rate of productivity, it is able to produce a large number of goods per hour of work. A country with a high level of productivity will probably have a comparative advantage over countries that are less productive. A country with low productivity produces a low number of goods per hour of work, however, the quality of goods might be very high.

There are many variables or factors that influence productivity including: the level of efficient, technologically advanced manufacturing techniques; the level of money invested in particular industries; the wage or salary workers are paid; the rate of worker absenteeism and illness; the education level of the work force and the amount of skilled and highly skilled labor in the work force; and how safe and comfortable the workplace is for workers.

Free Trade, Tariffs, and Quotas: Trade without restrictions, *free trade*, does not technically exist in the world economy. Most countries have trade policies that are designed to limit the amount of imports and protect their domestic industries and products from foreign competition. While free trade does not exist in its purest form, trading between nations with minimal quotas and tariffs, the next best thing, is referred to as *free trade*. In December 1987, Canada and the U.S. signed a landmark free-trade agreement to create the world's largest open market. The purpose of this agreement is to eliminate all tariffs between the two countries by 1999. Some economists predict that when all tariffs are removed, U.S. exports to Canada will increase approximately $2.5 billion a year. Another free-trade agreement, the North American Free Trade Agreement (NAFTA), has been signed with Mexico and countries in Central and South America to create an even larger open market. One of U.S. President Bush's (1988-1992) trade policies was to try and create a free-trade zone, or open market from the southern tip of South America to Canada. The NAFTA Treaty is presently under debate in the U.S. Congress (Congress must ratify all treaties signed by the President).

Two methods used to protect domestic industries and products from international competition are *tariffs* and *quotas*. A tariff is a tax on imports that raise the cost of foreign-made products. If a foreign-made product has a tariff, or import tax, the cost will be higher for the domestic consumer or buyer. This can discourage consumers from buying foreign-made products (because of the higher cost). A quota is a limit on the amount of specific foreign-made products that are allowed to be legally imported into a country. Tariffs and quotas are barriers to trade and are often temporary measures used to protect struggling and newly-formed industries from international competition.

In 1947, eighty-three nations signed the General Agreement on Trade and Tariffs (GATT), establishing regulations and a code of conduct for trading nations. Today 115 nations are members of GATT. GATT provides an international forum (on a yearly basis) for nations to discuss trade issues. Using the GATT framework, nations have sought to increase world trade (and the wealth of their individual nations) by reducing tariffs and quotas worldwide.

Tariffs and quotas are protectionist measures that are designed to encourage consumers to buy domestic products. *Protectionism* is a trade policy that combines tariffs and quotas in order to "protect" domestic industries and products from similar, foreign-made products. Below is a brief description of the pros and cons of protectionism.

PRO	CON
Jobs and whole industries are lost because some governments are erecting trade barriers to keep products from certain countries out. The governments subsidize their country's exports to make them artificially cheaper than the cost of production. Protectionist measures like tariffs and quotas are the only tools countries have to compete in the world marketplace against other countries that practice protectionism.	Trade barriers like tariffs and quotas raise consumer prices. Protectionism can lead to high prices for domestic products because domestic companies no longer need to keep prices low to compete with imports. If barriers to trade are erected, other nations will retaliate and hurt a country's ability to export products even more. Free trade principles and no protectionism should be promoted, which could lead to global trade war.

The Domestic Economy and World Trade: The domestic economy of a nation and the global economy are interdependent. Each influences the other. Both most be considered when discussing domestic or international economics. If the domestic economy of a nation suffers from low worker productivity, it will not be able to compete with a nation that has high worker productivity and makes a similar product or provides a similar service. If the domestic economy of a nation is in poor condition (a recession or high inflation) then consumers have less money to spend on goods and services produced globally, as well as goods and services produced domestically. If a nation's government maintains large government deficits (when a government spends more than it collects in taxes) then less money will be available for investment into the domestic economy and in the long run, domestic industries might not be able to compete with other nations that invest heavily into their own economy.

The political, economic and social history of a nation directly affects the domestic economy and the trading relationships it has with other nations. If a country is experiencing a civil war or major social unrest its economy will often times be hurt. If a nation like Russia is changing from communism to capitalism its economy will not run smoothly for many years while difficult adjustments are made.

Variables in the domestic economy include: worker productivity; efficiency of industry; amount of high technology used in manufacturing; interest rates, the percentage that money is loaned; the availability of credit; amount of money invested into the economy; the political, economic, and social history of a nation; and culture.

10. U.S. TRADE WITH THE WORLD: THE U.S. TRADE DEFICIT

Introduction

The U.S. trade deficit is a fact of life that harms the U.S. economy and the potential for future growth. Both schools of thought concerning the significance of the trade deficit are introduced. This lesson introduces to students the impact that the trade deficit has on the U.S. economy and the trade relationships it has internationally. In addition, students are presented with several possible solutions to the U.S. trade deficit and they are encouraged to offer their own solutions to the trade deficit question.

Objectives

Students will be able to:

- Define the terms budget and trade deficit.
- Explain the impact that the budget and trade deficits have on U.S. international trade.
- Offer solutions to the U.S. trade deficit

Time

2 class periods

Materials

Handout 10-1, "An Introduction to the U.S. Trade Deficit"
Handout 10-2, "The United States Trade Deficit 1980-1992"

Procedure

1. Review with the class the material from Lesson 9, "An Introduction to International Trade." Discuss what products or services the U.S. produces that should have a comparative advantage over other nations (grain and beef production, computers, commercial and military aircraft). Does the Middle East have a comparative advantage (production of crude oil)? Do the newly industrialized nations of Asia have a comparative advantage (cheap labor and governments that actively manage their economies)? Does Central America (cheap labor, climate, ability to grow coffee, tobacco, cut flowers, etc.)?

2. Ask what the students know about the U.S. budget deficit. What is it? How large? Ask what the students know about the trade deficit. What is it? How large is it? With what nations does the United States have a trade deficit?

3. Distribute Handouts 10-1 and 10-2 to all students and allow time to read. Have them list as many pros and cons (for and against the trade deficit) as they can. After they have finished, have a discussion of the trade deficit.

- How does it affect the U.S. economy?

- What are the pros and cons of running a trade deficit?

4. Next, focus on solutions to the trade deficit question. Review the section "How Can the U.S. Reduce its Trade Deficit?." Discuss each of the possible solutions offered and make some examples of each. What other solutions can be offered?

AN INTRODUCTION TO THE U.S. TRADE DEFICIT

One fact of life in the global marketplace is that nations often import more goods, services, and money into their economy than they export. Since the mid-1970s, the United States has imported more products than it has sold abroad, or exported (see Handout 10-2, "The U.S. Trade Deficit 1980-1992"). Currently, the trade deficit of the U.S. is roughly $66 billion for one year. That means that on average, the U.S. buys $66 billion more of imported products than of domestically-made goods. Many economists believe that such a massive trade imbalance hurts the U.S. economy and negatively affects future economic growth. They believe that the U.S. loses thousand of jobs a year in domestic industries like textiles, shoes, automobile manufacturing, and steel production. These same economists argue that U.S. consumers send billions of dollars every year to non-U.S. companies. Furthermore, if domestic companies had this same money, they could invest in new technology, job training and factory modernization.

The Federal Budget Deficit and the U.S. Trade Deficit: A budget deficit occurs when an individual or an organization spends more than it makes. The U.S. federal budget deficit is a result of the U.S. government spending more money than it collects in tax revenues. Currently, the U.S. government budget deficit is approximately $355 billion. Every year the budget deficit is added to the U.S. national debt. So at the end of 1993, $355 billion will be added to the national debt. Currently, the national debt is approximately $4 trillion ($4,000,000,000), which makes the U.S. the largest debtor nation in the history of the world. On average, each child, women and man in the U.S. would have to pay the U.S. government approximately $16,000 each to erase the national debt.

Because of the $355 billion U.S. government budget deficit, the U.S. is forced to borrow money in order to pay the interest on old loans, and to borrow money to keep the large federal government operating. It spends money it does not have, or deficit spending.

The U.S. budget deficit has a direct impact on its ability to trade with the world. Every dollar that the U.S. government must borrow or apply to interest on previous loans is one less dollar for investment into domestic and international industries and research and design of new technologies needed to remain competitive in the global marketplace. Also, the large U.S. budget deficit forces the government to borrow money from abroad. This in turn drives up the U.S. trade deficit.

Many economists believe that reducing the U.S. government budget deficit could help lower the value of the dollar, which in turn would make U.S. exports more affordable to international consumers. An increase in U.S. exports would help lower the U.S. trade deficit.

Not all economists agree. Some believe that a trade deficit is the mark of a healthy economy because only a strong economy can purchase so many imported goods. In addition, these economists stress that foreign competition, in the form of foreign-made products, forces U.S. manufacturers to improve the quality and lower the cost of domestic products. Each year the U.S. government publishes a report entitled "Foreign Trade Barriers." The purpose of this report is to list and draw attention to countries that restrict the sales of U.S.-made products in their economies. Countries that consistently restrict the sales of U.S.-made products include Japan, Taiwan, China, and countries of the European Community (EC).

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In response to growing concern, and complaints from U.S. industries, the U.S. Congress passed the Trade Act of 1988. This set of laws strengthened U.S. trade laws against countries that set high tariffs and quotas on U.S.-made goods. The U.S. Trade Act of 1988 requires the President of the U.S. to impose quotas on products made in countries that do not give U.S. export products the same treatment as their products receive in the U.S.

Many nations have criticized the U.S. Trade Act of 1988, saying it is protectionist in nature, and that it will lead to other countries adopting protectionist trade policies.

What do you think? In the space below, provide pros and cons of the U.S. trade deficit.

PRO	CON
______________________________	______________________________
______________________________	______________________________
______________________________	______________________________

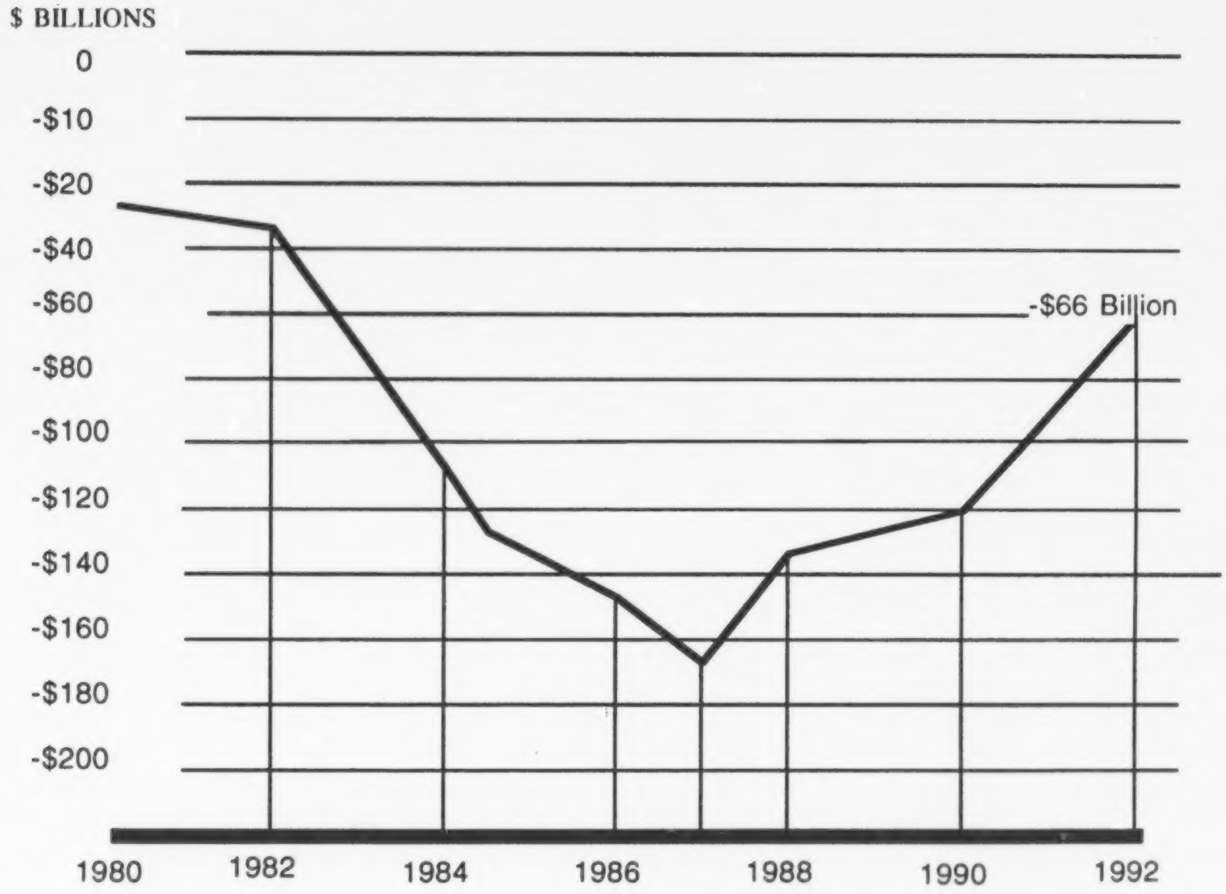
How can the United State's Trade Deficit be Reduced?: The following are some general ways that the U.S. (and other nations) can use to reduce their trade deficit with other nations of the global marketplace:

- Increase worker productivity
- Increase the quality of domestic goods
- Export more products and services
- Lower the value of the U.S. dollar, so U.S. exports are more affordable
- Borrow less money from abroad
- Erect trade barriers, protectionist policies, to other nation's goods and services

How else can a nation reduce its trade deficit?

Handout 10-2

THE U.S. DEFICIT 1980-1992



Source: U.S. Department of Commerce

ADDITIONAL RESOURCES FOR UNIT V

Dudley, James. *Understanding the New European Market: 1992.* Dearborn, MI: Financial Publishing, Inc. 1990.

Greenhaven Press. *Economics in America: Opposing Viewpoints.* San Diego, CA: Author, 1992.

The Export Yellow Pages. 1992. Published by the U.S. Department of Commerce and U S West.

> A comprehensive guide to U.S companies interested or involved in international business.

National Account Statistics: Main Aggregates and Detailed Tables, 1990. United Nations.

World Bank. *World Tables 1992.* Baltimore, MD: Johns Hopkins University Press, 1992.

> Core socioeconomic indicators given on a country and topical basis.

Other newspapers and periodicals that provide useful information and viewpoints:

The Economist

Financial Times

The Wall Street Journal

U.S. Department of Commerce/International Trade Association

VI. THE GLOBAL ENVIRONMENT

This unit introduces students to the interdependent nature of the global ecosystem. Never before in our history have we had so much knowledge, advanced technology, access to natural resources and awareness of the global environment. This unit draws heavily from two books: *Imperiled Planet: Saving Our Endangered Ecosystems* and *One Earth One Future, Our Changing Global Environment.* An underlying premise of this unit is that man has transformed and will continue to transform the earth. The next question is, how can the inhabitants of the earth continue to change its environment in an ecologically sound manner, a manner that will allow the future generations of earth's citizens to have the same quality of life as the generations before them.

This unit introduces three important concepts:

- The global environment is a combination of interacting subsystems--the atmosphere, oceans, and land and humans--that work together. This approach to the study of the earth's environment is referred to as earth system science. Its practitioners strive to understand how the world works on a global scale by describing how its parts and their interactions evolved, how they function today, and how they may be expected to function in both the near and distant future.

- Sustainable development and the imperative that future economic development be based on forms and processes that do not undermine the contemporary and future environment.

- The pace of change, the rate at which humanity is altering its environment, be slowed by new policies and new priorities.

In addition, key terminology like biosphere, ecosystem, terrestrial ecosystems, marine ecosystems, sustainable development, fossil fuels, ozone layer, greenhouse effect, deforestation, cross national pollution, and earth systems science is introduced and explained.

11. INTRODUCTION TO THE GLOBAL ENVIRONMENT: THE BALANCE OF NATURE

Introduction

This lesson introduces students to the interdependent nature of the global ecosystem. The discussion begins with an overview of the large systems that comprise the global environment which include the atmosphere, oceans, land, the global water cycle, humanity's impact, and eight major challenges to the global environment. These challenges are global warming, ozone depletion, pollution of land, water, and the atmosphere, damage from radiation, damage from wars, deforestation, and overpopulation. The student is also introduced to the concept of sustainable development, and finally, ideas to slow the pace of change are discussed. The lesson ends with a problem-solving exercise that encourages students to offer solutions to various environmental challenges and problems.

Objectives:

Students will be able to:

- Describe and give examples of the interdependent nature of the global ecosystem.
- Give examples of the large ecosystems that make-up the global environment.
- Explain different ways mankind has altered or transformed the global environment.
- Articulate solutions to various global environmental problems.
- Comprehend key terminology and be able to use key terminology in writing assignments.

Time

3 class periods

Materials

Handout 11-1, "Introduction to the Global Environment: The Earth as a System"
Posting paper
Markers
Tape

Procedure

1. Begin the lesson by asking students to give examples of how the earth's environment is interdependent. Interdependent can be defined as "mutually dependent ." Some examples might be the earth has only one atmosphere and we all enjoy breathing clean air, or we all suffer the effects of increased carbon dioxide emissions, and the depletion of the ozone layer. Rainforests in South America and Asia release carbon into the atmosphere, which is necessary for survival of plants, animals, and humans. Destruction of rainforests diminish the amount of carbon released into the global atmosphere and destroy plant and animal life (earth's genetic endowment), some of which could be used as medicine to fight and cure diseases.

2. Ask students to give examples of how the global environment and global economy are interdependent. Some examples might be the use of natural resources such as oil from the Middle East, hardwoods from the forests of West Africa and Asia, South American beef, and cereal grains grown in the U.S. that are exported to Africa and Asia. Have students give examples of how mankind has altered or

transformed their local environment. Do local changes to the environment affect the larger global environment?

2. Assign the class to read Handout 11-1, "Introduction to the Global Environment: The Earth as a System." Since the handout is long, you can assign the reading over a few days, dividing it up in relation to the different reading levels of the class. You can assign specific study questions for each section of the reading. Remind students that they will be responsible for discussing the information in the handout, as well as responding to questions from the material in the handout in written form.

3. After students have read the handout, begin a discussion of its main points. Following are some discussion questions that can be used in whole or small group discussions and writing assignments.

- What is "Earth Systems Science" and what does this approach offer towards our understanding of the global environment?
- What are the three main systems of the global environment? How do they interact?
- Draw a diagram of the greenhouse effect. Why is it important to the global environment?
- How do we depend on water for our survival as individuals and as a planet?
- How has humanity altered the global environment?
- How can the pace of change be slowed?
- What are some of the serious and immediate environmental hazards with which we must deal?

INTRODUCTION TO THE GLOBAL ENVIRONMENT: THE EARTH AS A SYSTEM

The thousands of species of plants and animals that make up the global environment can not survive in isolation. From the tiniest insect to the largest mammal, each is dependent on the other to do its part in the food chain. To eat, the mountain lion must prey on the deer, the deer must eat vegetation, vegetation needs water and nutrients from the soil to grow. All of which must have sunlight and air to live. This linkage between all organisms into an interdependent community, or ecosystem, is the basis of nature. The complex interrelationships between plants and animals in an ecosystem is critical to its ability to function properly. Likewise, the complex interrelationships between the large ecosystems in the world like the seas and oceans, forests, agricultural lands and rivers and lakes, to name just a few, are also critical to the global environment's ability to support the 4.2 billion people on planet earth, who in turn also require food, water, and air to live and reproduce.

The following is a brief introduction to the three main systems that make-up the global environment, the atmosphere, and oceans and land. This approach to the study of the earth's environment is referred to as "Earth Systems Science." Earth systems science strives to understand how the world works on a global scale by describing how its parts and their interactions evolved, how they function today, and how they may be expected to function in both the near and distant future. Earth systems science combines the natural sciences (biology, chemistry, physics, zoology etc.), and the social sciences (economics, geography, sociology, history, etc.) in order to get a more complete understanding of how humans have altered their local and global environment. At the end of Handout 11-1, a brief description of key terminology is provided for reference.

The Atmosphere: Concerns about rainforests may seem remote to oil field workers in Siberia, or to small children playing in a rice paddy in China, but the atmosphere touches us all.

The atmosphere protects us against deadly radiation from space and provides us with the oxygen on which our life processes depend. It evens out what would otherwise be unlivable extremes of heat and cold and transports moisture from the oceans across continents in a never-ending global circulation system.

The atmosphere, a gaseous envelope that surrounds the earth, is the engine of the global physical climate system. When radiation from the sun enters the atmosphere, some is reflected back upward by clouds and dust, and some continues on to the land surface. Of the radiation that strikes the surface, some is absorbed by the earth, but again some is reflected back to space by ice, snow, water, and other reflective surfaces. In addition, infrared radiation is emitted by the earth. A portion of this energy gets trapped by certain atmospheric gases whose particular chemistries do not allow the outgoing, longer-wave infrared radiation to escape. Instead, this bounces back to earth, raising the surface temperature. This phenomenon, which has operated throughout earth's history, is called the greenhouse effect.

Without the atmosphere and the greenhouse effect, the earth's surface would be frozen, and life would not be possible. In comparison, the atmosphere on Venus is so dense with carbon dioxide and the greenhouse effect is so intense, that the planet's surface everywhere is as hot as cooling lava on earth. The composition of the atmosphere determines the earth's ability to maintain a balance between the energy coming in and energy released. The main gases in dry air are nitrogen (79%), oxygen (20%) and argon (91%). The main gases that contribute to the greenhouse effect are carbon dioxide, chlorofluorocarbons 11 and 12 (CFCs), methane, and nitrous oxide. These gases are of special importance because their concentrations in the atmosphere are rising. As they do, less radiation escapes from the surface into space, and the earth's temperature rises, a condition commonly referred to as "global warming." In addition, CFCs 11 and 12 destroy the ozone layer. The ozone layer shields the earth, and us, from harmful ultraviolet radiation.

Oceans: Although we learn in school that the world has four oceans and seven seas, the oceans of the world (the Atlantic, Pacific, Indian, and Arctic) are connected, and are in fact one ocean. The global ocean makes up 71 percent of the earth's surface area, and it boosts one of the world's largest living organism, the Great Barrier Reef, off the northern coast of Australia. Driven by energy from the sun, wind, and the constant, steady rotation of the earth the ocean is constantly on the move. Surface currents like the Gulf Stream carry water from the Gulf of Mexico to northern Europe. On the other side of the globe, the Kuroshio Current carries water from the Philippines to Japan, Hawaii and the west coast of North America. Although the global ocean could be considered one large ecosystem, its plants and animals vary greatly from region to region. Water temperature, depth of water, availability of food, and saltiness all contribute to form ecosystems that vary substantially from region to region. Fish provide almost 25 percent of humanity's animal protein and over 100 million people around the world make their living from the global ocean.

The global ocean is the atmosphere's partner in the physical climate system. It is an immense reservoir of heat, holding the heat it absorbs from solar radiation longer than the land does. As the ocean water moves through its grand circulation scheme, heat is transferred vertically from the surface waters to the deep ocean and back, and horizontally from high latitude to low latitude and from longitude to longitude.

As heat is released by the ocean in a region remote from where it was absorbed, it interacts with the overlying atmosphere, moderating the daily and seasonal cycles and temperature on the earth's surface areas. Thus, the global ocean helps to shape the regional features of weather and climate. The episodic climate phenomenon known as El Nino, a change in atmospheric circulation that occurs irregularly every two to seven years above the tropical Pacific Ocean, is the most notable example that a local disturbance in the balance between ocean, and atmosphere can interact to cause an abrupt and dramatic change in the circulation of the tropical oceans and the global atmosphere. Kevin Trenberth, of the National Center for Atmospheric Research in Boulder, Colorado, and colleagues have shown that the hot and dry conditions in central North America in the summer of 1988 could have been triggered by unusual distributions in ocean surface temperatures that occurred as a result of the 1987 El Nino.

Land: Of the three main components of the earth system--atmosphere, oceans, and land--the land is the most diverse. The earth's surface is a mosaic of different types of ecosystems ranging from arid desert to tropical rainforest to high alpine tundra. Each of these terrestrial ecosystems supports distinct plant and animal communities, and each uniquely contributes to the functioning of the earth system.

Over days and seasons, the earth's plant communities help purify our atmosphere. Trees, bushes, grasses, flowers, etc., absorb and release carbon in a breath like rhythm. Carbon is the primary element of life. There is a limited supply of carbon and it must constantly be recycled through the global environment, largely by green plants. For instance; trees, approximately 7 percent of the land's surface area, absorb carbon dioxide, retain carbon in their wood and release oxygen into the atmosphere. Trees also provide surface area for pollutants to settle on, which further cleans the air.

Though change is a central feature of all ecosystems, changes to the plant cover from agriculture, deforestation, and other human activities are not just another sort of gradual, evolutionary change. Rather, they significantly alter the amount of light reflected back to the atmosphere from the land, the roughness of the land surface, which influences wind patterns, and the cycling of materials like oxygen, nitrogen and carbon through the earth system.

The Water Cycle: Without water, life would not exist on planet earth. We know it as a cool drink, a shower, a refreshing rain, a foggy morning, or a high mountain lake. Globally, water connects the various components of the biosphere, driving processes on land, sea and air. Of the earth's water, the global ocean holds 97 percent, followed by glaciers and ice caps. Lakes, rivers and other surface water holds a mere one or two ten thousandths of the total global water stock.

Water evaporates from the global ocean and provides the atmosphere with most of its moisture. Evaporation and air circulation is activated by heat radiation from the sun. This evaporated water is carried over land in air masses. It then falls as rain or snow and returns to the ocean as surface or subsurface water.

On earth, water exists in all three of its physical states: ice, water and vapor. Water is important to all living organisms because it is an effective and generally available solvent for carbon compounds. Most biochemical reactions can not take place only in water solutions. This means that water can transport dissolved substances between different parts of the body, for example, in the blood the serum of which is water-based. The functions of water in the organism have their equivalents outside it as well. The water we drink and wash ourselves with is a solvent, but water is also used to carry away our waste. Adults need about three quarts of water a day to survive. We get some of this water through our food, the rest we simply drink.

Humanity: With longer human occupation and greater population density, the influence of humans on other parts of the earth system grows. We know that human activities have become so widespread that the effects are no longer local but are regional and even global in scale.

The average city dweller in the U.S. consumes 568 liters (125 gallons) of water, 1.5 kilogram (3.3 lbs.) of food, and 7.1 kilograms (15.6 lbs.) of fossil fuels per day. The average city dweller generates about 454 liter (100 gallons) of sewage, 1.5 Kilograms (3.3 lbs.) of refuse and 0.6 kilograms (1.3 lbs.) of air pollutants.

Forty years ago, 600 million people throughout the world lived in cities. In 1990 the figure was 2 billion and growing fast. At the current rate, by the year 2000, cities will have to accommodate over 75 percent of the population of South America. In Africa, 175 million live in cities, 30 percent of the total population; yet 368 million are expected to live in cities by the year 2000.

Meeting the demands of present day city dwellers is a serious strain on our local and global environment. Meeting the demands of future generations (7.5 billion in cities over the next 30 years) will put even more pressure on the environment. The move toward

"Sustainable Development" is one answer to the unavoidable impact that the ever increasing world population has on the earth's environment.

Sustainable Development: The World Commission on Environment and Development defines sustainable development as "development that fulfills the needs of the present without limiting the potential for meeting the needs of future generations."

Sustainable development is a process in which economic, trade, energy, agricultural and industrial policies are all designed to bring about development that is economically, socially and ecologically sustainable. That is, current consumption cannot be financed by incurring economic debts that others must repay in the future. Sustainable development means that the natural resources of the earth: air, water, land, energy, etc., should be used in ways that do not create ecological debts by overexploiting the carrying and productive capacity of the earth.

The Pace Of Change: Many scientists, environmental groups, politicians and others have noted that the Earth's resources such as oil, natural gas, timber, the land and water are in much greater demand than ever before. Others have spoken for stiffer environmental controls, mostly after serious cases of pollution, and environmental degradation. The pace of destruction of the global environment and the increased demand (or exploitation of) for its natural resources combine to seriously threaten the ability of the Earth to provide for future generations. Clearly, the pace of humanities transformation and destruction of the global environment must be slowed.

Eight Challenges to the Global Environment:

1. Global warming
2. Ozone depletion
3. Pollution of the major earth systems: air, land, and water
4. Overpopulation
5. Damage from wars
6. Deforestation
7. Transnational pollution
8. Extinction and endangerment of plants and animals

Below are some possible solutions for slowing global environmental damage. You might agree or disagree with them. What possible solutions can you offer? Try adding to or making more specific one of the possible solutions below. Make examples for each of your ideas.

Possible Solutions for Slowing Global Environmental Damage:

1. Improve energy efficiency
2. Develop alternatives to nuclear and fossil fuels
3. Price goods and services to better reflect the environmental costs of their production
4. Make the environment a policy priority for local, national, and world leaders
5. Restructure institutions and the decision making process to better reflect environmental priorities

Other solutions: ____

____

KEY TERMINOLOGY

Biosphere: The part of the earth's crust, waters, and atmosphere where living organisms can subsist.

Earth Systems Science: The study of the earth's environment which uses the three large systems on earth: the atmosphere, oceans, and land, as well as the impact of humans, as a basis for study. This approach combines the natural sciences with the social sciences in order to get a more complete analysis of the global environment.

Ecosystem: A community of organisms and their environment. Includes all closely-related living organisms in a designated area, as well as the physical environment.

Endangered Species: Species in danger of extinction, whose survival is unlikely if the reasons for endangerment continue to operate. A species is generally considered extinct if it has not been seen in the wild in the past fifty years.

Fossil fuels: The mineral fuels--coal, oil, and natural gas--that occur in rock formations. Fossil fuels form as the result of the deposition millions of years ago of the remains of vegetable (coal) and living organisms (oil and gas) which were buried under subsequent soils and rock deposition and later subjected to intense heat and pressure.

Greenhouse Effect: A naturally-occurring phenomenon that warms the earth by trapped gases (oxygen, carbon dioxide, methane, nitrous oxide, and water) in the atmosphere and radiation from the sun. Without the greenhouse effect, the earth's surface would be frozen.

Marine Ecosystems: Ecosystems that live and grow in salt water, such as oceans, and seas.

Ozone Layer: The protective layer of the earth's atmosphere that shields us from harmful ultraviolet radiation produced by the sun.

Sustainable Development: A process of development that attempts to meet the needs of today, without limiting the needs of future generations by causing serious environmental damage and resource depletion.

Terrestrial Ecosystems: Ecosystems that grow and live on land, as distinct from air or water.

Transnational Pollution: Pollution that is carried across national borders. Pollutants can be carried in the atmosphere and moved by wind, in the water, under the water, and on land.

Source: Crump, Andy. *Dictionary of Environment and Development: People, Places, Ideas, and Organizations.* London: Earthscan Publications, 1991.

12. TRANSNATIONAL POLLUTION: WHY ARE YOU DUMPING ON ME?

Introduction

This lesson introduces one of the biggest and most threatening problems of the global environment, transnational pollution. The flow of pollutants across national boundaries into another nation's territory has confirmed that pollution does not recognize geographical boundaries. Clearly, environmental degradation in one country can spread to another, reconfirming that now, more than ever, the health of the global environment is the responsibility of all nations, big and small, rich and poor. The purpose of this lesson is to familiarize students with the different types of transnational pollution, and to give them an opportunity to role play people involved in a hypothetical case of transnational pollution on the Danube River. The story, "Why Are You Dumping on Me?," is loosely based on the 1986 Sandoz chemical plant fire in Switzerland that dumped thirty tons of pesticides, dyes, and fungicides into the Rhine River. Following the role-playing activity, students should be encouraged to offer solutions to this clear and present danger.

Objectives

Students will be able to:

- Define transnational or crossnational pollution.
- Understand the complexities involved when nations must work together to reduce or eliminate acts of transnational pollution.
- Develop a course of action for dealing with a major incidence of
- transnational pollution.

Time

2 class periods

Materials

Handout 12-1, "Why Are You Dumping on Me?"
Marking paper
Pens
Handout 12-2, "Role Objectives"

Procedure

1. Begin the lesson by asking students to give examples of cross national, or transnational pollution. You might need to define "crossnational" for them, *extending or going across national political or geographical boundaries.* Some examples might be wind-borne pollution like acid rain that can start in one country (the U.S.A.) and pollute another (Canada). Emissions from factories and automobiles in the form of carbon dioxide are also carried by the wind across national boundaries. Radiation leaks from nuclear power plants (Chernobyl, April 1986) or nuclear tests in the atmosphere can also be carried by the wind across national boundaries. River pollution can begin in one country and flow into another (the Danube, Rhine, and Meuse rivers). And the destruction of habitat of migratory birds and animals can also be considered transnational pollution.

2. Divide the class into groups of six. Explain that each group will consist of the same six individuals: President of Meinhold Chemical Company, a German government official, a Czech environmental activist, a Rumanian river boat captain, an official of the Austrian Ministry of Public Health, and a United Nations official.

3. Distribute Handout 12-1 and have students read it. Remind them that they must view this story from the perspective of their role. Distribute copies of Handout 12-2 and verbally review the objectives of each role. An optional method is to divide the class into six groups, assigning each group one role.

4. Give each group a large piece of posting paper and explain that the objective of this activity is to develop solutions and a course of action in response to the fire at the Meinhold Chemical Company. Remind them that crossnational pollution, in all its forms, is a very serious environmental problem and that by its nature, will affect more than one nation at a time. Also, each group will present their course of action to the whole class. The course of action taken by each group must take into consideration the role objectives of individual members. Explain that when conflict occurs (and it will) between members of the group over a proper course of action, they should be encouraged to compromise and alter their positions to reach a group consensus. Have each group record their course of action on the posting paper.

5. After all the groups have finished developing their solutions and a course of action, ask a representative or team of representatives from each group present their course of action to the entire class. Have each group hang their posting paper so it can be seen by the whole class.

6. Facilitate a discussion on the similarities and differences between the various group ideas. Explain that the goal of this discussion is to develop one course of action that the entire class approves. Once again, compromises will have to be made. Record the final solutions and course of action on a piece of posting paper that is visible to the entire class.

7. The activity can be concluded by focusing a discussion on the following questions:

- What were some of the conflicts that your group experienced developing your course of action?
- What difficulties would different nations have when deciding on a joint course of action after an environmental catastrophe?
- What can be done to prevent further instances of crossnational pollution?
- Is one type of crossnational pollution worse than another? Is one type more common?
- Who should be forced to pay for environmental clean-up, government or private industry?
- How can nations work together to better our environment?

Handout 12-1
Page 1 of 2

WHY ARE YOU DUMPING ON ME?

A loud explosion pierced the early morning stillness in Passau, Germany, on July 24, 1996. Pier 2 of the Meinhold Chemical Company became lost in a dark cloud of toxic fumes spewing from a storage area containing over 10,000 tons of industrial waste. The small group of Meinhold firefighters were quickly driven back by the intense heat and the danger of the exploding barrels. The barrels contained lead, zinc, copper, beryllium, cadmium, and other industrial waste from manufacturing plants throughout Europe.

From the bridge of the passing Rumanian oil barge, Captain Nikolai Donescu scanned the burning pier and quickly ordered an emergency radio message to be sent. As the exploding barrels became dangerous projectiles arcing through the night sky toward the sailors of the Danube Trader, Captain Donescu had a terrible feeling when he realized that a massive amount of highly toxic industrial waste could permanently damage the Danube River, especially at such a vital point in the river. The Danube River really flexes its muscle around the Passau region, then it leaves Germany, flows through Austria, Czechoslovakia, Hungary, Serbia, Bulgaria, and Rumania (see map next page).

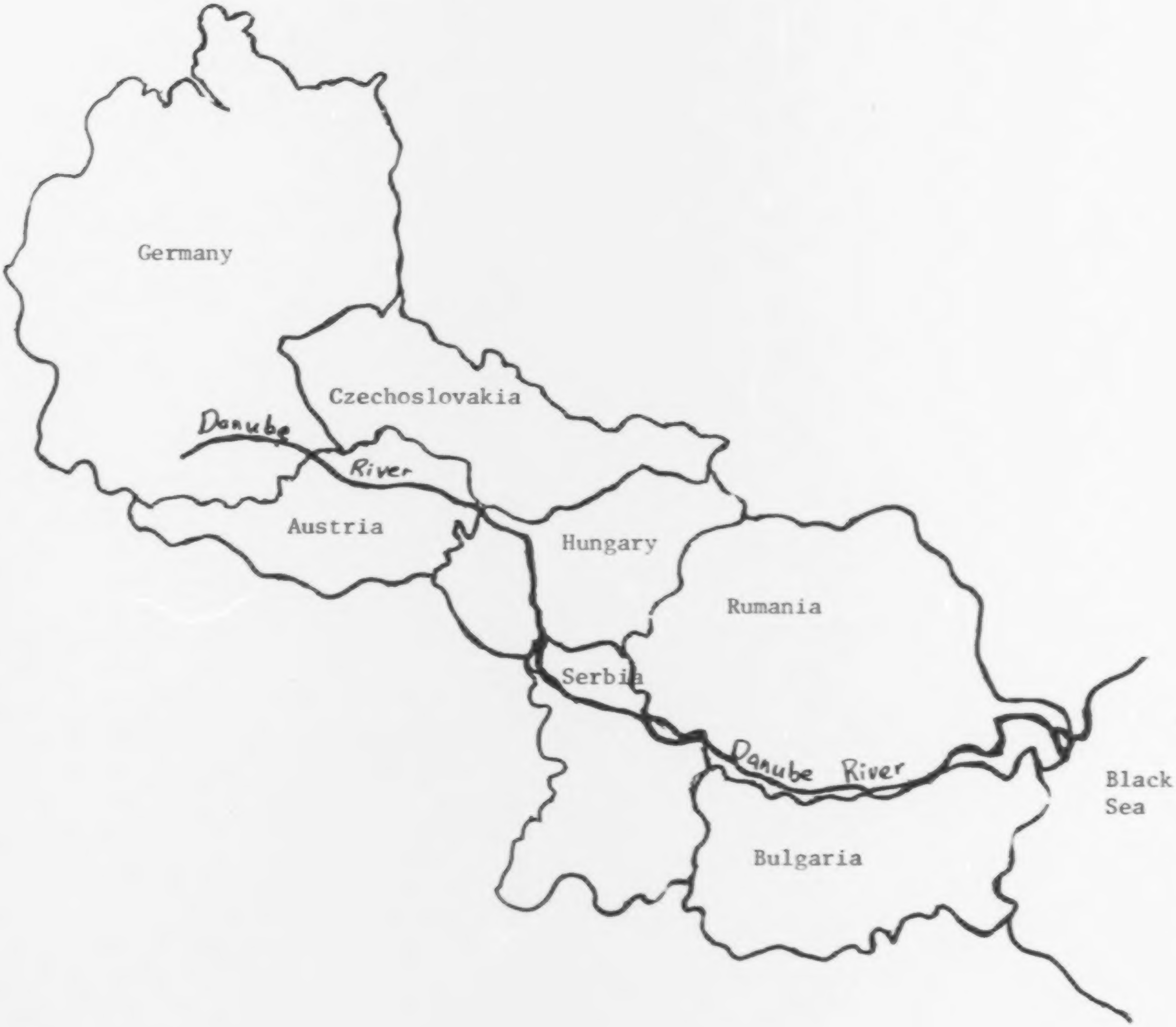
Pier 2 of the Meinhold Chemical Storage Company continued to burn, even after twelve hours of intensive fire fighting. It took the firefighters over two days to fully contain the fire. By the time the fire was tamed, Pier 2 was dotted with the charred remains of the storage containers formerly used to store 10,000 tons of industrial waste. The thousands of gallons of water and fire retardant liquids sprayed on the blaze washed into the Danube, carrying the industrial waste into the river, and downstream to Austria.

The morning after the fire started, the German government issued the following report: *"We regret to inform the Danube nations, Austria, Czechoslovakia, Hungary, Serbia, Bulgaria, and Rumania that at 2:10 this morning a fire started in Passau, Germany, on Pier 2 of the Meinhold Chemical Company. This pier is used for storage of industrial waste including lead, zinc, copper, beryllium, cadmium and numerous other by-products of heavy and light industry. It appears that a massive amount--around 10,000 tons--of these waste materials could end up in the Danube. We pledge to keep our downstream neighbors fully informed as we investigate the matter."*

Two weeks after the fire, the German government issued this somber report: *"We are extremely saddened to inform the eight Danube nations that as a result of the July 24 fire on Pier 2 of the Meinhold Chemical Company, the Danube River from Passau, Germany, to Budapest, Hungary, appears to be biologically comatose, as it has lost approximately 85 percent of all aquatic life, and 60 percent of bird life. From Budapest, Hungary, to Silistra, Bulgaria, the river has lost approximately 65 percent of all aquatic life and 30 percent of all bird life. In addition, large traces of the types of industrial waste lost in the fire have been measured in the Black Sea, over 110 kilometers southeast of the Rumanian-Bulgarian border.*

The Danube River, at this time, is unable to safely accommodate even minimal boat and barge traffic. In addition, the German government advises that water from the Danube downstream of Passau Germany not be used for human or animal consumption of any kind, under any circumstances until further studies have been completed.

Finally, the German government encourages all of our Danube neighbors to begin a three week moratorium on all boat and barge traffic on the Danube River. In summary, the fire at Pier 2 of the Meinhold Chemical Company is the worst and most severe case of industrial *waste pollution of any multinational waterway in the world to date. We pledge to keep our downstream neighbors fully informed of the situation as more information is gathered."*


Germany
Czechoslovakia
Danube
River
Austria
Hungary
Rumania
Serbia
Danube River
Black Sea
Bulgaria

Handout 12-2

ROLE OBJECTIVES

Franz Meinhold, President, Meinhold Chemical Company

- To represent the best interests of Meinhold Chemical Company and to improve the public image of the company.
- To minimize the amount of money Meinhold Chemical Company will pay for clean-up of industrial waste and damages to the Danube River.
- To remain competitive as a chemical manufacturing and storage company.

Henric Geschler, German Government Official

- To determine if safety regulations were met by Meinhold Chemical Company.
- To determine who is responsible for the fire and the clean-up of the Danube River.
- To determine what fines and penalties (if any) Meinhold Chemical Company will pay.
- To keep the Danube nations fully informed of all potential hazards resulting from the catastrophe.

Jana Jarocek, Czechoslovakian Environmental Activist

- To preserve the environment.
- To fight for stiffer regulations for producing, storing, and transporting hazardous chemicals.
- To improve the water quality of the Danube River for future generations.

Jeremy Bellows, United Nations Environmental Agency

- To determine who is responsible for the catastrophe.
- To use diplomacy in order to get the Danube nations to work together to limit the chances of a similar catastrophe happening in the future.
- To recommend possible solutions to the United Nations General Assembly.

Dr. Kerstin Sachs, Austrian Ministry of Public Health

- To determine the extent of damage to the Danube River and citizens along the river.
- To issue health warnings.
- To monitor short-term and long-term effects to the environment.

Captain Nikolai Donescu, Rumanian River Boat Captain

- To make a living on the river moving cargo along the Danube.
- To protect the health and safety of his crew and ship.
- To enforce all health and safety regulations imposed on commercial shipping on the Danube River (or face costly fines).

ADDITIONAL RESOURCES FOR UNIT VI

Crump, Andy. *Dictionary of Environment and Development: People, Places, Ideas and Organizations.* London: Earthscan Publications, 1991.

Goldsmith, Edward, Peter Bunyard, Nicholas Hildyard and Patrick McCully. *Imperiled Planet: Restoring Our Endangered Ecosystems.* Cambridge, MA: The MIT Press, 1990.

Encyclopedia of the Earth: Earth Book World Atlas. Boulder, CO: Graphics Learning International Publishing, 1987.

National Academy of Sciences. *One Earth One Future: Our Changing Global Environment.* Washington, D.C.: National Academy Press, 1990.

Worldwatch Institute. *State of the World.* NY: W.W. Norton. Published annually.

The following journals and magazines are valuable sources of information:

The Ecologist

Environmental Digest

Nature

Scientific American

Environmental Data Services (ENDS)

VII. INDIGENOUS PEOPLES

The United Nations, in recognition of the vital role that indigenous peoples play in many world regions, declared 1993 the Year of the World's Indigenous Peoples. The declaration was intended to give indigenous peoples an opportunity to call attention to their cultures and to the discrimination and disadvantages they face. Many U.S. citizens became aware of the political activities of indigenous peoples during protests against the celebration of Columbus Day in the United States. As a global issue, the rights of indigenous peoples is an issue that cuts across national boundaries and is closely linked to the issues of human rights, development, the environment, and education and health.

The activities in this unit clarify the definition of indigenous peoples, explore the diversity of their cultures, and examine the proposed Declaration on the Rights of Indigenous Peoples. The Additional Resources section include lists of organizations active in protecting the rights of the world's indigenous peoples.

13. WHO ARE INDIGENOUS PEOPLES?

Introduction

When the UN declared 1993 the Year of the World's Indigenous Peoples one of the problems was that many were unclear exactly which people were included. Students will be quick to recognize Native Americans as indigenous, but are the Greeks? The Vietnamese? No, according to the UN definition. In this activity students will apply the UN definition to groups in various world regions.

Objectives

The student will be able to:

- Define the concept of indigenous peoples.
- Give examples of indigenous peoples in various world regions

Time

1 class period

Materials

Large photograph of a Native American in traditional dress
Handout 13-1, "Who Are Indigenous Peoples?"
(Optional) Photographs of a variety of indigenous peoples from different world regions, preferably showing them in urban as well as rural environments

Procedure

1. Begin by showing the class a photograph of a Native American (preferably a poster-size close-up with a clear view of the face). Ask them to carefully examine the photograph and then to write down several descriptive words or phrases to describe this person. When every student has finished, make a list on the chalkboard of their words/phrases. Use this list to discuss the image (or stereotype) of the Native American in today's society. Ask how the image has changed during the past 100 years. Encourage students to bring up conflicts such as Wounded Knee, the Columbus Day boycotts, and controversies over sports team names.

2. Write the term *indigenous peoples* on the chalkboard. Ask the students if they know what it means. Take any definitions at this point, but they should at least have the idea that indigenous peoples are native to an area. Put the following list on the chalkboard and have students write down which group(s) listed could be considered indigenous in their country. If none of these groups are, have them compile their own list.

Texans
Sioux
French
Mexicans
Japanese
Mayans

Ask for volunteers to read their lists and give reasons why they classified them as indigenous.

3. Distribute copies of Handout 13-1, "Who Are Indigenous Peoples?" After students have read the UN definition, ask them which of the groups on the board fits this definition. (Answer: only the Sioux and the Mayans.) Discuss reasons why the Texans, French, Mexicans, and Japanese do not fit the definition. Texans, French, and Japanese moved to their area from elsewhere and their land has not been

colonized by others. Even Mexicans who are *mestiso* are not considered indigenous peoples unless they follow the culture of their indigenous ancestors.

Note: The full UN definition, from which the simplified definition used in this activity was derived, is as follows. (Teachers may wish to put this on a transparency to use with the more advanced students.)

Indigenous communities, peoples, and nations are those which, having a historical continuity with pre-invasion and pre-colonial societies that developed on their territories, consider themselves distinct from other sectors of societies now prevailing in those territories, or parts of them. They form at present non-dominant sectors of society and are determined to preserve, develop and transmit to future generations their ancestral territories, and their ethnic identity, as the basis of their continued existence as peoples, in accordance with their own cultural patterns, social institutions and legal systems.*

4. When the students seem to be able to understand and apply the definition, have them complete questions 1-4 on Handout 13-1. Check and discuss the answers. Explain that another term used for indigenous peoples is "First People" to emphasize the idea that they were original inhabitants. Also caution them to avoid using the word *tribe*, which is considered by some to be a demeaning term.

5. Introduce Part B of the handout by having the students estimate how many indigenous peoples there are in the world. (They will probably guess low, since they view them as minorities.) Explain that the total number of indigenous people in the world is greater that the population of all but the three most populated countries in the world (between 250 and 300 million). Emphasize the diversity found in indigenous cultures and the fact that Native Americans comprise only a small percentage of the estimated 5000 groups. Have the students complete the reading and rest of the questions in Part B. Remind them to use the map and chart and the handout to answer questions 8-10.

6. (Optional) To reinforce the concept of the diversity of indigenous cultures, give students a set of photographs from magazines showing groups listed on the chart. If possible, include pictures of indigenous peoples living in towns and cities to counteract the stereotype of the "primitive," largely isolated, culture. Have students match each photograph with its location. If there is a large wall map available, they could post the pictures in their proper location on the map.

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*Jose R. Martinez Cobo, *Study of the Problem of Discrimination Against Indigenous Populations*, Vol. V, NY: United Nations, 1987, p. 29.

WHO ARE INDIGENOUS PEOPLES?

Part A

Indigenous people are people whose ancestors were the original inhabitants of lands later colonized or settled by others.

United Nations definition

1. What are the two criteria in this definition that a group must fulfill to be considered indigenous?

2. List five groups anywhere in the world that would fit this definition:

3. Explain why, even though the Japanese moved to their islands thousands of years ago, they are not considered indigenous.

4. Why are the Mayans considered indigenous?

Part B

How many indigenous people are there and where do they live?

Estimates of the number of indigenous people in the world range from 250-300 million. The UN recognizes approximately 5000 different peoples that fit the definition of indigenous. These groups live in over seventy countries and vary widely in their cultures, religions, social and economic organization. While some are hunters and gatherers, living in remote areas, others live in cities and can be considered bicultural because they participate in the dominant culture as well as their own. In some countries such as Bolivia, over 60 percent of the population is indigenous, and in Peru and Guatemala it is roughly one-half. But, as a result of disease, disruption of their cultural life, and open conflict, many groups have been destroyed. Ninety of Brazil's 270 indigenous groups have disappeared since 1900. There is concern that if the rights of indigenous people are not protected, many more groups will quietly disappear.

Answer questions 5-7 based on the reading on page 1.

5.. How does the number of indigenous people in the world compare to the population of your country?

____

6. Is there such a thing as a "typical" culture among the 5000 different groups classified as indigenous? Why or why not?

____

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7. What are some of the reasons why the number of indigenous groups is declining?

____

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Answer questions 8-10 using the map and chart on pages 3 and 4 of the handout.

8. Which world regions seem to have the greatest number of indigenous peoples? Name three to five.

____________________ ____________________

____________________ ____________________

____

Which world regions have relatively few indigenous groups?

____________________ ____________________

____________________ ____________________

9. From what you know of the geography of the regions you listed for question 8, how do you think the land forms, climate, and location of the regions have influenced the number of indigenous groups living there?

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10. Make a list of the groups on the chart (page 4) whose names you recognize. Include as many world regions as possible:

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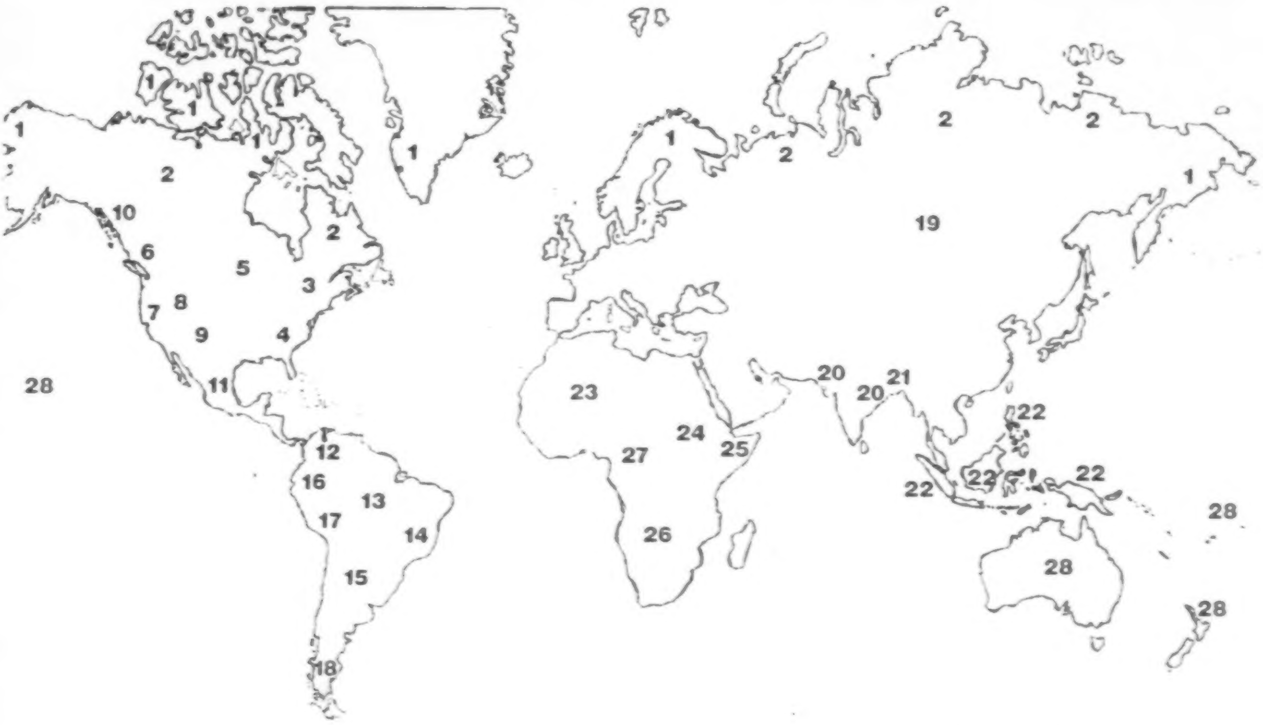
WHERE INDIGENOUS PEOPLE LIVE

WHERE INDIGENOUS PEOPLES LIVE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1. Arctic
2. Sub-Arctic
3. Eastern Woodlands
4. Southeast
5. Great Plains
6. Northwest-Plateau
7. California
8. Great Basin
9. Southwest
10. Pacific Northwest Coast
11. Central America
12. Circum-Caribbean
13. Amazonia
14. Mato Grosso
15. Gran Chaco
16. W. Andean Lowlands
17. Andean Highlands
18. Patagonia-Pampas
19. North and Central Asia
20. South Asia
21. Chittagong Hill Tract Peoples
22. South East Asia
23. Sahara and Sahel
24. Southern Sudan
25. The Horn and East Africa
26. Kalahari Desert
27. Ituri Forest
28. Australia and the Pacific

United Nations Department of Information. DPI/1316-93295--November 1992--9M.

The following listing of indigenous peoples is not comprehensive, nor exclusive, but instead representative of peoples liv ing worldwide.

- **1. Arctic**
  - Aleut
  - Chipewyan
  - Inuit
  - Saami
- **2. Sub-Arctic**
  - Cree
  - Dene
  - Naskapi
  - Ojibwa

North America

- **3. Eastern Woodlands**
  - Algonquin
  - Haudenosaunee (Six Nations)
  - Huron
  - Micmac
  - Potawatomi
  - Shawnee
- **4. Southeast**
  - Cherokee
  - Chickasaw
  - Creek
  - Seminole
- **5. Great Plains**
  - Arapaho
  - Cheyenne
  - Pawnee
  - Sioux
- **6. Northwest-Plateau**
  - Nez Perce
  - Wasco
  - Yakima
- **7. California**
  - Cahuillia
  - Pomo
  - Serrano
- **8. Great Basin**
  - Shoshone
  - Ute
- **9. Southwest**
  - Apache
  - Dine (Hopi)
  - Navajo
  - Zuni
- **10. Pacific NW Coast**
  - Bella Coola
  - Chinook
  - Haida
  - Kwakiutl
  - Salish
  - Tlingit
- **11. Central America**
  - Bribri
  - Cakchiquel
  - Chol
  - Chuj
  - Cora
  - Guaymi
  - Huichol
  - Ixil
  - Kekchi
  - Kuna
  - Lacandon
  - Lenca
  - Maya (descendants)
  - Miskito
  - Nahua
  - Pipile
  - Quiche
  - Rama
  - Seri
  - Sumu
  - Tarahumara
  - Yaqui
  - Yucatec
  - Zapotec
- **12. Circum-Caribbean**
  - Akawaio
  - Bari (Motilones)
  - Choque
  - Guajiro
  - Karina
  - Kogi
  - Otomac
  - Paez
  - Yarawato
  - Yukpa

South America

- **13. Amazonia**
  - Aguaruna
  - Amarakaeri
  - Amuesha
  - Arara
  - Arawak
  - Ashaninca
  - Asurini
  - Gaviao
  - Kayapo
  - Kreen-Akarore
  - Matsigenka
  - Mundurucu
  - Nambikwara
  - Parakana
  - Quichua (Oriental)
  - Sanema
  - Secoya
  - Shipibo
  - Shuar (Jivaro)
  - Tukano
  - Ufaina
  - Waimiri-Atroari
  - Waorani (Auca)
  - Wayana
  - Xavante
  - Yagua
  - Yanomami
- **14. Mato Grosso**
  - Borboro
  - Botocudo
  - Ge (Central)
  - Guato
  - Kaduveo
  - Kaingang
  - Karaja
  - Kayapo (Southern)
  - Tupi
- **15. Gran Chaco**
  - Ache
  - Ayore
  - Chamacoco
  - Chiriguano
  - Guana
  - Mataco
  - Mbaya
  - Toba-Maskoy
- **16. W. Andean Lowlands**
  - Cayapas
  - Colorados
- **17. Andean Highlands**
  - Aymara
  - Huancas
  - Kolla
  - Mojo
  - Otavalo
  - Quechua
  - Salasaca
  - Uros
- **18. Patagonia-Pampas**
  - Aracuanian
  - Mapuche
  - Ranquel
  - Tehuelche

Asia

- **19. North & Central Asia**
  - Ainu
  - Hui
  - Manchu
  - Miao
  - Mongolian
  - Taiwan Aborigines
  - Tibetan
  - Uighur
  - Yi
  - Zhuang
- **20. South Asia**
  - Bhils
  - Chencus
  - Dafflas
  - Dandami
  - Gadabas
  - Garos
  - Gond
  - Hos
  - Irula Kurumbas
  - Juangs
  - Kadras
  - Kameng
  - Khassis
  - Khonds
  - Kolis
  - Lohit
  - Mundas
  - Naga
  - Oraons
  - Pathan
  - Santal
  - Savaras
  - Sholegas
  - Toda Kotas
  - Vedda
- **21. Chittagong Hill Tract People**
  - Chakma
  - Marma
  - Tripura
- **22. South East Asia**
  - Chin
  - Hmong
  - Kachin
  - Karen
  - Kedang
  - Lisu
  - Semai
  - Shan

Africa

- **23. Sahara, Sahel**
  - Fulani
  - Tuareg
- **24. S. Sudan**
  - Dinka
  - Hamar
  - Kawahla
  - Lotuko
  - Mondari
  - Nuba
  - Nuer
  - Rashaida
  - Shilluk
  - Zande
- **25. The Horn and East Africa**
  - Barabaig
  - Eriteran
  - Maasai
  - Oromo
  - Somali
  - Tigrayan
- **26. Kalahari Desert**
  - San
- **27. Ituri Forest**
  - Efe
  - Lese
  - Mbuti
- **28. Australia and the Pacific**
  - Aboriginals
  - Arapesh
  - Asmat
  - Bangsa
  - Bontoc
  - Chamorro
  - Dani
  - Dayak
  - Hanunoo
  - Hawaiian
  - Iban
  - Ifugao
  - Kalinga
  - Kanak
  - Kayan
  - Kedang
  - Mae-Enga
  - Maori
  - Mundugumur
  - Penan
  - Rapa Nui
  - Tahitian
  - Torres Strait Islanders
  - Tsembaga

14. THE RIGHTS OF INDIGENOUS PEOPLES

Introduction

Beginning in the 1960s representatives of indigenous groups throughout the world began forming alliances to discuss common concerns and to push for recognition of the rights of indigenous peoples on a global scale. The UN Working Group on Indigenous Populations, founded in 1982, was given the task of drafting a declaration on the rights of indigenous peoples. In this activity students examine key issues raised by indigenous rights proponents and prioritize a list of rights from a draft of that document.

Objectives

The student will be able to:

- Describe key issues raised by indigenous rights groups.
- Evaluate specific indigenous rights by ranking them in order of importance to the survival of the peoples and their culture.
- Identify groups and institutions which would oppose granting the rights proposed in the declaration.

Time

2 class periods

Materials

Poster paper
Handout 14-1, "Draft Declaration on the Rights of Indigenous Peoples"

Procedure

Part A

1. Explain to students that they will be looking at proposals for a declaration of rights for indigenous peoples. Have them speculate on what some of those rights might be. Why should there be a special declaration just for indigenous peoples? Aren't they covered by other rights documents? (Student responses will vary, but should include the idea that, unlike other rights proposals which promote equality, the rights proposed for indigenous peoples are designed to treat them in a special way to ensure the survival of both the people and their cultures. Students should be aware that such special treatment is controversial and has stirred up considerable opposition.)

2. Following the basic model for studying a global issue introduced in Activity 2, discuss the issue of indigenous rights by using the following material:

Define the Problem:

- There are 250-300 million indigenous people in the world who live in over seventy countries.

- These people belong to approximately 5000 distinct cultural groups, many of which are struggling to survive.

- Of the world's 6000 languages, 3000 may die out because no children speak them.

In some areas of the world, such as the Brazilian rainforest, indigenous people are being killed off by disease as well as by deliberate murder. Their numbers are decreasing rapidly. Some critics argue that public opinion seems more concerned with endangered animal species than with endangered cultures.

Causes: Indigenous cultures have eroded because of a combination of factors, including colonialism, the spread of nonindigenous religions, the encroachment on their territory by development and migration, and the destruction of resources on which their economies depend.

3. Raise the question: *Why should the survival of these peoples and their cultures be considered an important global issue? Is it really vital to us?*

Students may argue either side of the question. The following statements provide a rationale:

- Many of the world's staple foods (peppers, potatoes, lentils, peas, sugar cane, garlic, tomatoes, etc.) were first cultivated by indigenous peoples. The diversity of genetic strains preserved by indigenous peoples provides a vast genetic reservoir from which scientists can develop future varieties.
- An estimated 75 percent of the world's plant-based medicines (including aspirin, digitalis, and quinine) have been derived from traditional medicines of indigenous peoples.
- Indigenous peoples have been skilled managers of their environment, from devising ways to farm deserts without irrigation to maintaining the delicate balance of the rainforest ecosystem.
- The arts, crafts, and aesthetics of indigenous cultures contribute diversity and unique skills to the global arts community.
- *We are talking not merely about the fate of tiny enclaves of people, buried in the last refuges of this earth. . . We are talking about the ability of human beings to discover ways to live together in plural societies. This is the crucial issue of our times.*
  David Maybury-Lewis, Cultural Survival

4. Divide the class into small groups and assign each group two of the topics listed below. Ask each group to list specific demands related to their assigned topic(s) that might be made by indigenous peoples. Have them write their topic(s) and demands on a sheet of posting paper and be prepared to defend each demand with specific reasons or evidence.

Land
Human Rights
Self-development
Discrimination
Education
Resources
Self-government
Environment
Health
Language

Social and Economic Conditions
Cultural property (ownership of traditional art and artifacts)
Intellectual property (traditional knowledge used by scientists and corporations to create profits for themselves)
Internal colonization (moving into their territory from other parts of the country)

5. After all groups have completed their lists of demands, post them around the room. Each group should be given a chance to challenge one or more demands of other groups and ask them to provide an explanation and defense.

6. Conclude this section by explaining that during the next part of the activity students will get a chance to examine parts of an actual draft of the "Declaration on the Rights of Indigenous Peoples" being prepared by the UN.

Part B

1. Distribute copies of Handout 14-1, "Draft Declaration on the Rights of Indigenous Peoples." Explain that this is a draft--it is not yet in final form. The students' task will be to evaluate its effectiveness in ensuring the physical and cultural survival of indigenous peoples. Review the directions for the first part, in which the students use the same topics on which they wrote their demands in the first part of the lesson to classify each right listed in the draft. Review the meaning of *genocide, cultural property, intellectual property*, and *internal migration.* Encourage students to highlight or underline key words and phrases in each right. After giving them time to complete the labeling, briefly check their answers. Allow a certain degree of flexibility if they can justify their answers.

2. Divide the class into pairs and instruct each pair to complete the second step of the activity, selecting the five rights which they think are most important for the physical and cultural survival of indigenous peoples. Have them complete the section on the handout where they record the numbers of the five rights selected and justify their choices.

3. Conduct a class discussion of the rights selected. Encourage students to use specific arguments and evidence to support their choices. Complete the last section on the handout as a large group, pointing out the rights listed which would most likely conflict with the interests and rights of others (i.e., property rights, equal access to resources, government expenditures). Do the students think the declaration, if approved by the General Assembly, will be enforced? Why or why not?

4. (Optional) Have selected students research the latest developments on the declaration. Has it been approved? What other programs have been instituted for indigenous peoples as a result of the UN Year of the World's Indigenous Peoples?

Students could also contact one of the organizations listed in the Additional Resources section for information about their activities.

DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES

The following excerpts are taken from a draft prepared by the UN Working Group on Indigenous Populations in 1992. The original numbers are used to allow comparison with the complete document.

1. Indigenous peoples have the right of self-determination. . . [to] determine their political status and institutions and freely pursue their economic, social, and cultural development. An integral part of this is the right to autonomy and self-rule.

2. Indigenous peoples have the right to the full and effective enjoyment of all human rights and fundamental freedoms.

3. Indigenous peoples have the right to be free and equal to all other human beings and peoples in dignity and rights.

5. Indigenous peoples have the collective right to exist in peace and security as distinct peoples and to be protected against genocide. . . .

7. Indigenous peoples have the collective and individual right to be protected from cultural genocide, including the prevention of or redress for:
    (a) Any act which has the aim or effect of depriving them of their integrity as distinct societies;
    (b) Any form of forced assimilation or integration by imposition of other cultures or ways of life;
    (c) Dispossession of their lands, territories, or resources;
    (d) Any propaganda directed against them.

8. Indigenous peoples have the right to revive and practice their cultural identity and traditions, including. . . . archeological and historical sites and structures, artifacts, designs, ceremonies, technology and works of art, as well as the right to the restitution of cultural, religious, and spiritual property taken from them without their free and informed consent.

9. Indigenous peoples have the right to . . . practice and teach their own spiritual and religious traditions, customs, and ceremonies; the right to maintain, protect, and have access in privacy to religious and cultural sites; the right to use and control of ceremonial objects; and the right to the repatriation of human remains.

10. Indigenous peoples have the right to revive, use, develop, promote, and transmit to future generations their own languages, writing systems, and literature, and to designate and maintain their own names of communities, places, and persons. . . .

11. Indigenous peoples have the right to all levels and forms of education, including access to education in their own languages, and the right to establish and control their own educational systems and institutions [paid for by the government].

16. Indigenous peoples have the collective and individual right to own, control, and use the lands and territories they have traditionally occupied or otherwise used. . . .

17. Indigenous peoples have the right to the restitution, or where this is not possible, to just and fair compensation for lands and territories which have been confiscated, occupied, used or damaged without their free and informed consent. . .

18. Indigenous peoples have the right to the protection and, where appropriate, the rehabilitation, of the total environment and productive capacity of their lands and territories . . .

19. Indigenous peoples have the right to special measures for protection, as intellectual property, of their . . . literature, designs, visual and performing arts, seeds, genetic resources, medicine, and knowledge of the useful properties of fauna and flora.

20. The right to maintain and develop within their areas of lands and other territories their traditional economic structure, institution and ways of life, to be secure in the traditional economic structures and ways of life, to be secure in the enjoyment of their own traditional means of subsistence, and to engage freely in their traditional economic activities, including hunting, fresh- and salt-water fishing, herding, gathering, lumbering, and cultivation.. . . .

21. The right to special [government programs] for the immediate, effective, and continuing improvement of their social and economic conditions . .

24. The right to participate fully. . . , through representatives chosen by themselves, in decision-making about and implementation of all national and international matters which may affect their rights, life, and destiny.

25. The collective right to autonomy in matters relating to their own internal and local affairs, including education, information, mass media, culture, religion, health, housing, social welfare, . . . land and resources administration, and the environment, as well as internal taxation [to finance the programs listed above].

29. The right to claim that [governments] honor treaties and other agreements concluded with indigenous peoples. . .

1. Classify each of the rights in the declaration using the topics listed below. Write the topic in the margin to the left of each right. (Some may overlap. Some topics will be used more than once.)

Land
Resources
Human Rights
Self-government
Self-development
Discrimination
Health
Education
Language
Environment
Social and economic conditions
Internal colonization (moving into their territory from other parts of the country)
Cultural property (ownership of traditional art and artifacts)
Intellectual property (traditional knowledge that can be used by scientists or corporations to create profits for themselves)

2. Select five of the rights which you think are most important to ensure the physical and cultural survival of indigenous people. In the spaces below write the number of the right and a strong reason why it is one of the five most important for survival. Be prepared to defend your choices orally.

_____ ____
____

_____ ____
____

_____ ____
____

_____ ____
____

_____ ____
____

3. Which of these rights for indigenous peoples are most in conflict with the interests and rights of others? Choose three rights and explain how each might cause conflict with other groups in the society. Be specific.

ADDITIONAL RESOURCES FOR UNIT VII

Burger, Julian. *The Gaia Atlas of First Peoples.* NY: Doubleday, 1988.

> Includes maps, charts, illustrations, and photos. Traces the response of indigenous groups to common problems and emphasizes the value of cultural diversity.

Linden, Eugene. "Lost Tribes, Lost Knowledge," *Time Magazine* September 23, 1991, pp. 46-55.

> This cover story emphasizes the importance of the knowledge and skills of indigenous peoples, including four case studies of individuals or indigenous groups.

The Coexistence of Indigenous Peoples and the Environment in Central America. Available from Cultural Survival, special map supplement to the National Geographic Society's publication, *Research and Exploration*, Spring 1992.)

> A two-sided colored map and poster (40" x 28") on the history and current status of the Central American forests and indigenous peoples.

"Threatened Native Peoples," *WorldWise* Vol. 2, No. 4, 1991.

> This edition of WorldWise, a newspaper for students on world issues, focused on indigenous peoples. Contact the North-South News Service, 4 West Wheelock Stret, Hanover, NH 03755. Telephone: 603/643-5071; Fax: 603/643-9599.

Cultural Survival, 215 First Street, Cambridge, MA 02141. Telephone: 617/621-3818; Fax: 617/621-3814.

> This human rights organization has a catalogue of products from projects to develop the economic self-sufficiency of indigenous peoples in a variety of world regions. It also has a newsletter and other educational materials.

The International Year of the World's Indigenous People, Department of Public Information, Room S-1040, United Nations, NY, NY 10017.

> A variety of educational materials are available through the 1993 Year of the World's Indigenous Peoples. Contact the UN for information.

Multicultural Publishers' Exchange, c/o Highsmith Company, P.O. Box 800, Fort Atkinson, WI 53538-0800. Telephone: 800/558-2110.

> Includes in its catalogue books for children and adults written by and about minorities, including indigenous peoples.

VIII. POPULATION

The 1990s are a crucial decade in the attempt to stabilize world population growth. Although progress was made in many countries during the 1980s, world population is still growing by almost 95 million people per year. Most of that growth is in the developing world, where by the year 2025 the population is projected to increase to 7 billion, while that of developed nations will be 1.4 billion.*

Demographers in the 1990s have emphasized the close links between population growth and other global issues, especially development policy, food, energy, education, world trade, and the environment. The first activity in this unit traces these connections and has students evaluate the impact on population growth of policy decisions in each of these areas. During the past few decades a number of countries have initiated successful population programs, four of which are highlighted in the second activity as models for future programs.

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*Overseas Development Council, *Policy Focus: Population Growth in the Developing World,* Washington, D.C.: Overseas Development Council, 1991, p. 1.

15. POPULATION GROWTH: LINKS TO OTHER GLOBAL ISSUES

Introduction

Most students in our schools today have a general understanding of the issue of population growth and the dangers inherent in unrestricted growth, particularly in developing countries. However, since population is often presented as a separate issue, they fail to see the connections to other global issues In this activity students diagram linkages between population growth and food, health, education, development, world trade, and the environment. They then act as population consultants to the government of a developing country, selecting policies in other areas which would help to stabilize the population.

Objectives

The student will be able to:

- Analyze the relationships between population growth and other global issues.
- Identify linkages between population and other global issues in a news article.
- Evaluate the impact on population growth of specific government policies in other areas.

Time

2 class periods

Materials

Handout 15-1, "Population Growth: The Key to Other Global Issues"
Overhead transparency of Handout 15-1
Handout 15-2, "Population in the News"
Handout 15-3, "Population Advisor."

Procedure

Part A

1. Review the basic facts of world population growth:

- Current world population (5.5 billion) increases by almost 95 million per year.

- Most of this growth is in developing countries, which are expected to reach 7 billion people by the year 2025, while there will be 1.4 billion people in the developed countries.

- Population growth is a result of high birth rates and declining death rates. (Life expectancies in developing countries are increasing.)

- Total fertility rates (TFRs) vary from 6.7 children per woman in Kenya and Pakistan to 1.4 in Denmark.

- Population experts say that a stable world population will not be achieved until about 75 percent of the couples in the world

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The statistics in this section are from John Tessitore and Susan Woolfson, ed., *A Global Agenda*, NY: University Press, 1991, p. 135.

practice birth control and a two-child family average is reached. (It was estimated that 51 percent used family planning in 1990.)

- Developing countries are becoming increasingly urbanized.

2. Distribute copies of Handout 15-1, "Population: The Key to Other Global Issues." Explain that the issue of population growth is very closely linked to other global issues. These relationships go both ways. On the one hand, the size and growth rate of a country's population has a major impact on other policy areas, but it is also affected by changes in these areas. Use an overhead transparency of Handout 15-1 to demonstrate how to complete the chart. Instruct students to list at least two specific influences for each issue area (in either direction). Remind them to indicate the direction of the influence be drawing an arrow on the chart.

Suggested answers:

Health
- Improved health care raises life expectancy, increasing population.
- Families with fewer children tend to be healthier.
- When infant mortality goes down, families have fewer children.

Food
- Food security for farming families usually leads to smaller families.
- As the population grows, food production must increase to maintain per capita food supplies.
- Improved diet reduces the death rate, affecting population.

Development
- As countries industrialize, the size of families usually decreases (the demographic transition).
- Rapid population growth often leads to a drop in per capita income.
- Population pressure on the environment can hamper the development of a country.
- Rural/urban migration caused by population pressure in rural areas contributes to urban poverty.

Environment
- Population growth leads to tropical deforestation, desertification, water pollution, increased solid waste, and increased greenhouse gas emissions.
- With greater demand for wood, the most common fuel in developing countries, more trees are cut down than are being replanted, also causing erosion.
- Overused farmland loses its fertility.
- Larger herds of domestic animals, a result of population growth in areas, causes desertification and erosion.

Education
- Family planning educational programs can reduce population growth.

- Educating girls raises the average child-bearing age and reduces the number of births.
- Population growth increases the need for schools and the cost of education.

World Trade

- Population increase often leads to greater food imports.
- Larger populations create a domestic market for imported goods.
- Fluctuations in the price of commodities such as coffee and sugar contribute the to lack of security for the rural poor, which tends to increase family size.

3. Allow approximately 10-15 minutes for the students to complete their charts individually or in pairs. Ask for volunteers to contribute one or more of the connections they made, either orally or by writing on the overhead transparency. Accept any answers that seem reasonable.

4. To summarize, lead a discussion using the following questions:

- Is population the key to all other global issues? Why or why not? If not, what is?

- Which cultural factors influence whether or not a society is receptive to the idea of family planning?

- Is there a way to develop a country without a population control program?

Part B

1. Distribute copies of Handout 15-2, "Population in the News."

2. Ask students to read the article and to respond to the questions, focusing on the connections between population growth in rural areas and other issues.

Part C

1. Distribute copies of Handout 15-3, "Population Advisor." Explain that this list of proposed policies had been prepared by various departments of the government of a developing country which currently has a high population growth rate. The students' task is to act as population advisors and to consider each policy's effect on the population of the country. They are to rate each policy according to the scale at the right.

2. Have students complete their ratings individually and then discuss their answers in a small group. Use the key below as a guide to discussing student responses, but allow flexibility depending on their reasoning The purpose of the activity is to stimulate their thinking about the ramifications of policy and the ways in which population growth is linked to other issues.

3. Summarize by discussing general criteria for policies in other areas that tend to reinforce population stability, i.e. policies which benefit the rural poor, women, and those which lead to greater self-sufficiency for rural communities.

Key to Handout 15-3

These policies are most likely to have positive effects on a population stabilization program:

- Community health centers in rural areas (provide more security that children will survive, which usually leads to fewer births)
- High school education for girls (delays child-bearing, increases chances for healthy babies)
- Loans to small village cooperatives (increases economic security for families and increases involvement of women)

These policies would most likely have a negative effect on population stabilization:

- Tax breaks to fruit plantation owners (reinforces system of land ownership and use of temporary workers which undermines economic security of poor families and provides an economic reason for more children as workers on the plantation)
- Price controls on food in the cities (keeps rural families poor because of reduced income for food production, encourages urban couples to have larger families)

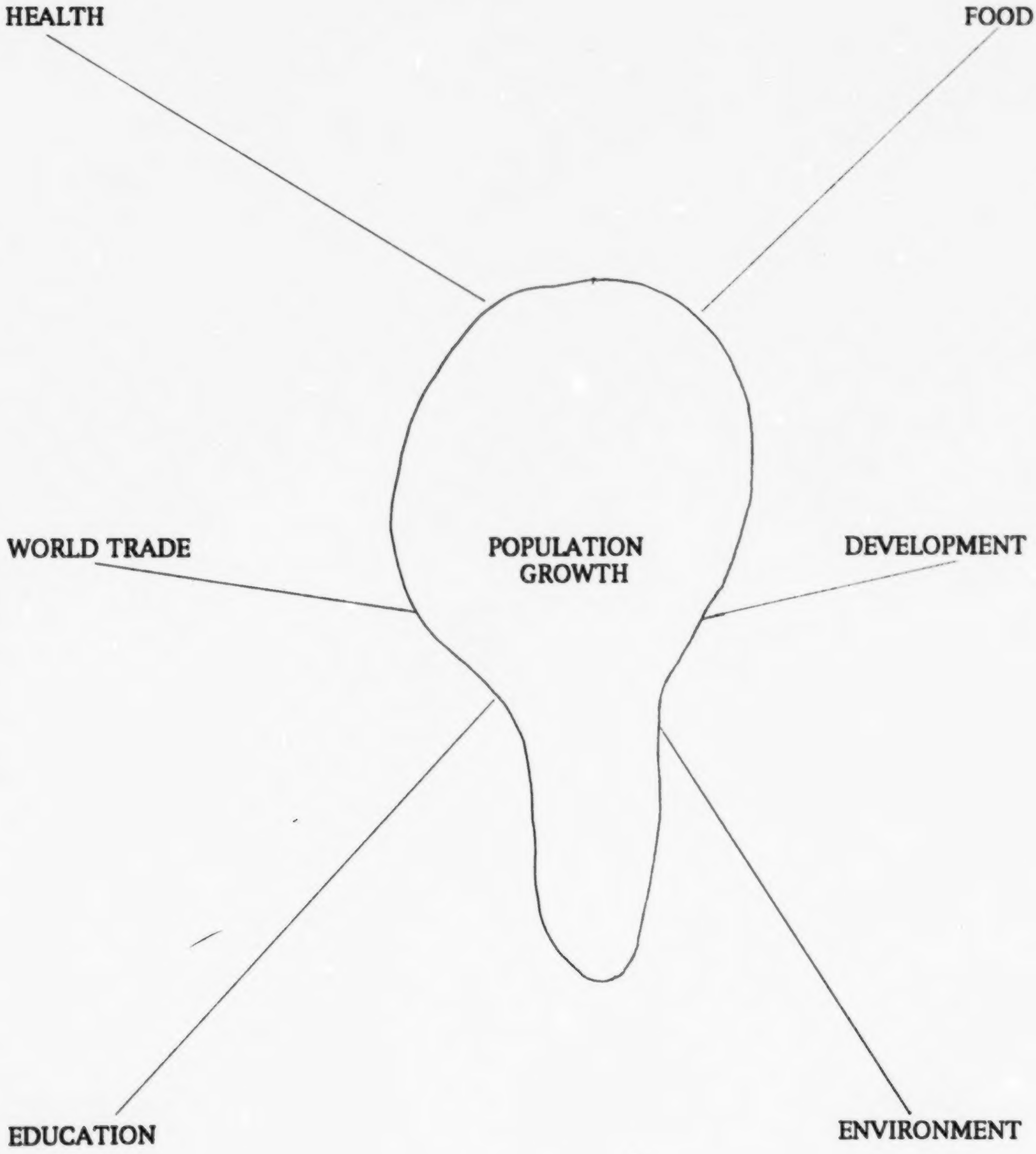
These policies might be harmful, beneficial, or have no effect, depending on the arguments used:

- Sports stadium (a common investment of Third World governments seeking popular support, usually considered to be wasteful in comparison with other budget priorities)
- Promotion of tourism (by providing jobs outside of agriculture, this might tend to help reduce the population, but it usually benefits only a small segment of society)

Handout 15-1

POPULATION GROWTH: THE KEY TO OTHER GLOBAL ISSUES

Directions: On the chart below list ways in which population growth is linked to other global issues. Write your ideas on the lines provided and indicate the direction of the influence by an arrow.


HEALTH
FOOD
WORLD TRADE
POPULATION GROWTH
DEVELOPMENT
EDUCATION
ENVIRONMENT

POPULATION IN THE NEWS

Population growth is a serious concern of the United Nations, which recently issued a study linking the worldwide growth in the number of rural poor to several other global issues. Read the article below and respond to the questions.

Soaring Population Spells Misery for the World's Poor, U.N. Says

United Nations: The world's rural poor are threatened with more misery due to a worldwide loss in arable land, a population explosion and government policies, a U.N. study says.

Several countries have experienced abrupt increases in the number of rural poor over the last 20 years, says the "World Rural Poverty Report," released Friday.

The report identifies several trends that will threaten the rural poor into the next century:

*The world's population, now over 5 billion, is expected to grow to 8.5 billion by 2025. Of these, 76.1 billion will be in Third World countries, an increase of 74%.

*The number of people with no land is increasing by 3% to 5% annually, especially in Asia and parts of Africa and Latin America. In addition, arable land is being lost to erosion and encroaching desert, mostly due to mismanagement, at a rate of 67 million acres a year.

*The number of rural households headed by women alone--now over 75 million--is increasing rapidly. "Such women face a triple burden: They share all the hardships and constraints that poor rural men do; as women, they face discrimination, bias and neglect; and they are forced to manage homes and farms alone, unlike men," the report says.

The report finds that neither "trickle-down economics"--the theory that overall economic growth will also help the poor--nor welfare-type programs make much difference, because most governments have other policies that discriminate against the rural poor.

Credit, social services and technology are all less available to the rural poor than to urban counterparts. Rural farmers are particularly hurt by crop prices kept low by food prices artificially lowered in cities.

"The poor are not idle," said Idriss Jazairy, president of the U.N. International Fund for Agricultural Development. "They are poor farmers, poor herders and poor fishermen, but their incomes are gained from their work. The answer to poverty lies in creating the conditions for them to earn more from their work."

The study measured the welfare of nations based on the amount of food per population; income level and the gap between rich and poor; literacy; primary school enrollment; infant mortality; and access to such needs as safe water, health care and sanitation.

1. According to the UN report, what will the world population be in the year 2025?

____

How many of these people will be in Third World countries? ______________________

What percentage increase does this represent in less than 25 years? ______________

Reprinted by permission of Associated Press. November 24, 1992.

2. The rural poor, forced to support more people with the same resources, also face environmental problems. Explain, using specific evidence from the news article

3. How will these changes affect women?

4. Which government policies, according to the UN study, discriminate against the rural poor?

5. What does the study recommend?

POPULATION ADVISOR

You have been asked to serve as a population advisor to the government of a developing country which currently has a high rate of population growth. The policies listed below have been proposed by other departments in the government. Your task is to rate each policy's effect on efforts to stabilize the country's population. Be prepared to support your answers with specific arguments.

How Does the Policy Affect the Population Program?

	Positive	Negative	No Effect
1. Build community health centers in rural areas.			
2. Construct a large sports stadium in the capital city.			
3. Offer tax breaks to fruit plantation owners.			
4. Promote high school education for girls.			
5. Offer low-interest loans to small village cooperatives.			
6. Promote the tourist industry.			
7. Institute price controls to keep food prices low in the cities.			

16. POPULATION PROGRAMS THAT WORK

Introduction

Since 1950 world population growth has accelerated more rapidly than during any other period in world history. Developing countries, facing the task of providing education, health care, and jobs for populations that might double in size in twenty to thirty years, recognized the need to control population growth. Some countries achieved early success, notably Taiwan and Sri Lanka, but for many the issue has continued into the '90s. Of the approximately 170 nations in the world in 1991, 144 countries provided either direct or indirect support for family planning program. In this activity students examine four "success stories"* and identify strategies which might serve as models for other developing nations.

Objectives

The student will be able to:
- Explain how selected countries have successfully lowered their population growth rates.
- Summarize by listing several general guidelines for successful population programs.

Time

1 class period

Materials

Handout 16-1, "Population Programs: What Works?"
Optional: Trophy for award winner (homemade or borrowed)

Procedure

1. Review the basic facts of global population growth as outlined in Activity 15. Explain that most nations now have an official population program (144 out of approximately 170 nations in 1991). Some developing nations, such as Iraq, have a pronatalist (pro-growth) policy, but most recognize the need to control the growth of their population in order to develop their economy.

During the 1970s and 1980s there were some notable successes, including Taiwan, Sri Lanka, Singapore, Chile, Mauritius, Thailand, and China. Some nations such as Mexico and Bangladesh were able to make progress in spite of significant obstacles. Most of these programs did not simply advocate birth control, but approached family planning as an integral part of the nation's economic development.

2. Divide the class into four groups, assigning each group one of the following nations: Mexico, China, Thailand, and Bangladesh. Distribute copies of the appropriate case study from Handout 16-1 to each group. Review the directions on the handout, instructing the students to prepare a brief (2-3 minute) presentation in which they argue why their country should be given the award for outstanding achievement for a population program. (The class may wish to name the award, particularly if you will be using a trophy for the winner.)

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*By success, the authors mean quantitative and does not imply a value judgment.

3. Allow 10-15 minutes for the groups to prepare their presentations. After each group has made its presentation, have the class vote for the country with the most outstanding program. (If you have a trophy, take a few minutes for a ceremony to present the award.) Discuss which criteria they used to make their decision, pointing out that it was more difficult for some countries than for others. Students will probably bring up value issues in the discussion; these are especially valid because the same issues (i.e., against abortion and/or birth control in any form) are being raised in the countries themselves. The actions of the Chinese government are very reprehensible to some people, which would make them not vote for China as the outstanding program because of human rights abuses. Discussion of these issues will help the students understand how extremely difficult population decisions are in many countries of the world today. Avoid giving the impression that anything is justified to reduce population growth.

4. Summarize by discussing the features of successful population programs. What lessons are there for the other countries still struggling to reduce the growth rate of their populations?

POPULATION PROGRAMS: WHAT WORKS?

The case study below describes how a country successfully reduced the growth rate of its population. Read the study and identify specific strategies responsible for the success of the country's population program. Prepare a two to three minute report in which you argue why your country should be given the award for the outstanding population program.

BANGLADESH

The population of Bangladesh is over 100 million, making it one of the most densely populated countries in the world. Unlike other countries which have had successful population programs, Bangladesh is predominantly rural and has one of the lowest per capita incomes ($170). The majority of the people are Muslim, which presents some religious and cultural barriers to the idea of family planning. In spite of these handicaps, Bangladesh has reduced its fertility rate from 6.91 children per woman to 4.9.

The family planning program in Bangladesh is supported by the government with sizable donations from international agencies and developed nations, including Sweden and the United States. It is organized as a network, with most of the workers on the village level. Out of respect for cultural attitudes in the Muslim population, all of the workers who contact women on the village level are women. Male workers are assigned to contact males to encourage them to support the program. A variety of birth control methods are used, with the choice up to the individual. However, voluntary sterilization is emphasized for males and females who have completed their families. Clients are compensated for lost wages, as well as the cost of transportation and medicine associated with the operation.

The economy of Bangladesh continues to have serious problems and the majority of the people still live in rural areas. There is little industrialization. Illiteracy is 70 percent (80 percent for women). The success of the government population program, which has managed to make significant changes in spite of these obstacles, has been largely due to the effectiveness of the village workers. Because they are closest to the people and have grown up in the same village, they are able to convince the women and their husbands of the need to reduce family size. If Bangladesh can develop its economy and education, there is hope that the population growth may be reduced even further.

Source: *Toward Population Stabilization: Findings from Project 1990.* Washington, DC: The Population Institute, 1984.

POPULATION PROGRAMS: WHAT WORKS?

The case study below describes how a country successfully reduced the growth rate of its population. Read the study and identify specific strategies responsible for the success of the country's population program. Prepare a two to three minute report in which you argue why your country should be given the award for the outstanding population program.

PEOPLE'S REPUBLIC OF CHINA

China's population, at 1.2 billion, is the largest in the world. The problems of limited cropland and a rapidly expanding population were recognized in the early years of the communist government. But Mao Zedong opposed population control and a serious effort was not made until the 1970s. At that time, the government set the goal of the one-child family and used the motto **Later, longer, fewer** which advocated getting married later, waiting longer to have children, and making birth control easily available. Health care facilities were improved, and propaganda promoted birth control for fewer, healthier children and improved mother's health. The government also used economic incentives and sanctions. Specific incentives varied throughout China. The following are typical. Parents who signed a one-child pledge received a monthly cash payment until the child reached fourteen years old. They might also get better housing, health care, child care, educational opportunities, and, in a few cases, an increase in pay. Punishments included fines for those who ignored the one-child rule, and second and third children were given lower priority in school. Some government workers who had more than one child even risked their jobs.

As the population continued to rise, the Chinese government switched to more drastic measures. Abortion became mandatory for pregnant women with two children. Some women who ignored the one-child rule were forcibly sterilized. The strongest resistance to the one-child policy came from the rural areas, where families preferred sons to take over the inheritance. There was increased evidence of female infanticide, the killing of girl babies.

Global public opinion turned against the Chinese government. In 1985, the U.S. government cut off funds to the UN Population Fund because it was involved in China's population program and indirectly advocated coercive abortion and forced sterilization. With the resistance at home and the pressure from global public opinion, the Chinese government relaxed its rules somewhat in the late 1980s. Couples in rural areas were allowed to have a second child if the first was a girl. Some minority groups which had protested the one-child policy became exempt. The fertility rate went up again slightly.

How successful is China's population program? At the beginning of the 1990s, the average number of children per woman dropped to 2.4. Approximately one-fifth of China's couples have followed the one-child policy. This is a considerable number, since many parents had already had their children before the adoption of the one-child policy. What are the reasons for China's success? An authoritarian government such as the communist government of China can enforce an unpopular policy more easily than a democratic government. In China there were no strong religious or cultural objections to birth control, as there are in the Middle East and India. During the late 1970s and 1980s, the Chinese peasants also experienced an improvement in their economic situation with the reforms in the agricultural system. Most population experts believe that family planning programs can only be successful when families feel economically secure.

Sources: Nathan Aaseng. *Overpopulation: Crisis or Challenge?* NY: Franklin Watts, 1991; Overseas Development Council. *Policy Focus: Population Growth in the Developing World.* Washington, DC: Author, 1991.

POPULATION PROGRAMS: WHAT WORKS?

The case study below is one of four which describes how four countries successfully reduced the growth rate of their populations. Read the case study assigned to your group and identify specific strategies responsible for the success of the country's population program. Prepare a two to three minute report for the class in which you argue why your country should be given the award for the outstanding population program.

THAILAND

Thailand has been recognized as a leader in population control because it has used a combination of government and private family-planning programs. The Thai government has strongly supported voluntary family planning since 1970, when it became official policy. Population policy has even been written into the national constitution, and the government acknowledges the fact that population is "one of the most significant variables affecting development in Thailand."

Before beginning a massive family-planning campaign, the Thai government completed a number of surveys to determine the attitudes and concerns of the people, particularly in the rural areas. Using what they learned from the surveys, the government and private groups founded numerous clinics in rural areas to provide health care and family-planning services. Most rural women were less than 30 minutes from a health center. The government provided funding for the private clinics as well as for the government clinics, creating a wide range of options. During the first decade after these clinics were founded, use of birth control increased markedly.

Thailand also used an unusual incentive program, in which the government offered loans to communities for economic development. Those couples in the community who were practicing family planning were given priority for loans over those who did not. In addition, the amount of money available to the community was increased as the percentage participating in family planning grew. This program resulted in an increase in family planning participation from 46 percent to 76 percent in two years.

What factors have contributed to the success of the Thai population program? The government private network of family planning centers was easily accessible to most women, even in rural areas. Public information campaigns resulted in widespread knowledge of birth control options. Services at the clinics were inexpensive. The program was fully voluntary and provided a wide range of choices. Because so many women already wanted to limit the size of their families, the government did not have to pressure them to participate.

Another key factor was the economic change taking place in Thailand during the same time. As the population expanded in the postwar period, less farmland was available per capita, and the cost of raising a large family in rural areas went up. The need for children to take care of their parents in their old age was reduced by the new government Social Security program. As Thailand industrialized, many people moved to urban areas, where there were many economic pressures to reduce family size.

At the beginning of the 1990s, Thailand had reduced the average number of children per woman from 6.14 to 2.6 in fifteen years. Most young married women in Thailand today say that they want to have only two children.

Sources: *Toward Population Stabilization: Findings from Project 1990*, Washington, DC: Population Institute, 1984; Nathan Aaseng, *Overpopulation: Crisis or Challenge?* NY: Franklin Watts, 1991; Overseas Development Council, *Policy Focus: Population Growth in the Developing World*, Washington, DC: Author, 1991.

POPULATION PROGRAMS: WHAT WORKS?

The case study below is one of four which describes how four countries successfully reduced the growth rate of their populations. Read the case study assigned to your group and identify specific strategies responsible for the success of the country's population program. Prepare a two to three minute report for the class in which you argue why your country should be given the award for the outstanding population program.

MEXICO

Mexico did not begin a population program until the mid-1970s, when the government became alarmed that the population had doubled in only twenty years. Because of religious and cultural restrictions, the sale and manufacture of contraceptives were illegal in Mexico until 1973, when the government lifted the ban. A National Population Law was enacted in 1974 which clearly linked the population program to economic and social goals such as reducing infant and maternal mortality, integrating women into national economic development, and balancing the geographic distribution of the population. To make sure that population policy was closely linked to government activities in other areas, a National Population Council was formed with representatives from other government ministries, including Health and Welfare, Labor and Social Security, and Public Education. One of the main objectives of the program was to adjust to meet the needs of the people.

The already existing clinics of the Social Security system were used to provide family planning services. Others were reached through clinics at their workplace and through private clinics. To contact rural residents not served by any of the government clinics, one organization developed mobile clinics. Another private nonprofit organization, PROFAM, conducted advertising campaigns to educate consumers about birth control and made contraceptives available for sale in vending machines at barber shops, public baths, and other easily accessible places. A private clinic in Ciudad, Juarez, trained women to distribute information and supplies from their homes. Many of the government and private clinics have worked hard to reduce the number of abortions by providing alternatives.

One of the unique aspects of the Mexican program was the use of radio and television programs to popularize the view that family planning was socially acceptable and beneficial to the family. A television series in the form of a soap opera taught about population issues while providing entertainment. It provided true-to-life stories which depicted family planning as a positive option for the typical family.

Since the inception of the population program in Mexico in the 1970s, the fertility rate has dropped from 6.70 children per woman to 3.58. As one of the newly industrializing countries, Mexico's economic progress has provided the security which encourages family planning. In addition, educational progress, particularly the education of women, has been an advantage. Mexico has become a model for other Latin American countries.

Sources: *Toward Population Stabilization: Findings from Project 1990*, Washington, DC: The Population Institute, 1984; Nathan Aaseng, *Overpopulation: Crisis or Challenge?* NY: Franklin Watts, 1991; Overseas Development Council, *Policy Focus: Population Growth In the Developing World*, Washington, DC: Author, 1991.

ADDITIONAL RESOURCES FOR UNIT VIII

Population Reference Bureau
777 14th Street, NW
Washington, D.C. 20005
202/639-8040.

> Produces a variety of educational materials, including annual *World Population Data Sheets*, a monthly newsletter, Population Today, and several excellent teaching units.

Social Issues Resource Series. Boca Raton, FL: Social Issues Resource Series (SIRS), 12974-1988.

> Four volumes on *Population* included in this series include reprints of articles representing a variety of views on population issues.

World Bank. *Population Growth Rate Poster Kit.* Washington, D.C.: Author, 1987.

> Poster kit with a world map, set of photographs, and teaching guide. Contact World Bank Publications, PO Box 7247-8619, Philadelphia, PA 19170-8619. Telephone: 202/477-1234.

Population Reference Bureau. *World Population: Toward the Next Century.* Washington, D.C.: Author, 1989.

> A fifteen page teaching module relating world population growth to other global issues. Inexpensive and recently revised. Available from the Population Reference Bureau (listed above).

World Population (Revised). Carbondale, IL: Zero Population Growth and Southern Illinois University, 1990.

> A classic global issues film which uses dots on a world map to show the growth of the world's population from the year 1 A.D. to the Present and then projected to 2020. Six-minute video and activity guide available for $29.95 from Zero Population Growth, 1400 16th Street, NW, Suite 320, Washington, D.C. 20036. Telephone: 202/332-2200; Fax 202/332-2302.

UNFPA (United Nations Fund for Population Activities).

> Publishes a variety of teaching materials and articles as well as detailed world and country population growth predictions. Contact the UN Population Division.

Population Institute
110 Maryland Ave., NE
Washington, D.C. 20002.

Publishes materials for public awareness of the global population problem.

IX. FOOD

In the 1990s, enough food is produced to provide every person on earth with an adequate diet. However, not all have access to these food supplies. It has been estimated that in the 1980s the number of hungry people increased to more than 550 million people. Hunger and malnutrition are a result of poverty, which is often due to a lack of economic development. Solving the world's food problem is not as simple as shipping food aid to a famine region; a long-term solution will involve finding ways to develop food security. The World Food Council of the United Nations set four goals for the 1990s: (1) elimination of starvation and death caused by famine; (2) a substantial reduction of malnutrition and infant mortality; (3) a reduction in chronic hunger; and (4) the elimination of major nutritional deficiency diseases.

The activities in this unit encourage students to reevaluate what they think they "know" about food and hunger. The first explores some of the myths about food and hunger identified by Frances Moore Lappe and Joseph Collins, and the second reexamines the controversial Green Revolution.

Source: John Tessidore and Susan Woolfson, ed., *The Global Agenda: Issues Before the 46th General Assembly of the United Nations*, NY: University Press, 1991.

17. THE MYTHS OF HUNGER

Introduction

In their writings about food and hunger, Frances Moore Lappe and Joseph Collins of the Institute for Food and Development identified certain "myths" about hunger which block our understanding of the issue and prevent effective action to solve it. In this activity students sort specific statements according to which of the myths they contradict.

Objectives

The student will be able to:
- Identify statements which contradict each of the myths of hunger.
- Organize the statements into a paragraph disproving each myth.

Time

1 class period

Materials

Handout 17-1, "Myths of Hunger"
Optional: Copy of *World Hunger: Twelve Myths*, Frances Moore Lappe and Joseph Collins, San Francisco: Institute for Food and Development, 1986.

Procedure

1. Write this statement on the chalkboard: **"In the 1990s the number of hungry people in the world has increased to more than 550 million."**

2. Ask students to explain why there is a global hunger problem. List their responses on the chalkboard, recording them without comment. Typically, students will include misinformation related to one of the "hunger myths." Now ask them if they are sure or if anyone has any doubts about some of the information. Explain that sometimes we believe something because we have heard it from an authority (such as a teacher) or read it in the daily newspaper. Some of what we think we "know" may be a myth--an idea believed by many people but unsupported by fact.

3. Distribute copies of Handout 17-1, "The Myths of Hunger." Give the background of the myths, which were identified by Frances Moore Lappe and Joseph Collins in their book, *World Hunger: Twelve Myths.* (Have a copy available for students to examine if possible.) Explain that Lappe and Collins have a definite point of view and that the students do not have to agree with them, but that they offer a different way of looking at the global issue of hunger.

Tell the students that they will be sorting out the statements on page 2 of the handout according to which hunger myth they contradict.

4. Allow approximately 15 minutes for students to complete the handout individually or in pairs. Check their answers using the key and allowing for variations if the students can offer a reasonable defense. Discuss each myth and the reasons why it might distort someone's understanding of the issue of hunger. If students wish to argue that one of the myths is indeed true, encourage them to do so but ask that they use strong evidence.

5. Instruct students to organize the statements listed under each myth into a coherent paragraph, filling in some of their own ideas or facts from other sources. Remind them that the paragraph should provide a strong argument against the myth. If time is limited, assign only one or two of the myths rather than all five. Again, some students may want to argue that one or more of the myths is true. Allow them the flexibility to do so, but ask that they use strong arguments or facts.

6. (Optional) Ask for student volunteers to make posters or a bulletin board to educate other students or classes about the hunger myths.

Key to Handout 17-1

Myth #1: Statements 3, 8, 11

Myth #2: Statements 1, 9, 10

Myth #3: Statements 2, 12, 15

Myth #4: Statements 5, 6, 14

Myth #5: Statements 4, 13, 7

Accept variations if they make sense and the students can support them. Arguments are related and will overlap.

MYTHS OF HUNGER

A. Listed below are five "myths" about world hunger. Each of the statements represents a misunderstanding or oversimplification of the hunger issue, according to Frances Moore Lappe and Joseph Collins in their book, *World Hunger: Twelve Myths.* On page 2 of the handout is a list of specific statements. Decide which statements from the list could be used to contradict each myth and write them in the spaces below that myth. (There will be three facts per myth.)

Myth #1: There is not enough food and not enough land.

Myth #2: There are too many people to feed.

Myth #3: Growing more food will mean less hunger in developing countries.

Myth #4: Hunger is a contest between rich countries and poor countries.

Myth #5: Hunger can be solved by redistributing the food to the hungry.

B. On a separate sheet of paper, write a well-organized paragraph to disprove each of the myths. Combine the statements you listed under each myth with additional ideas of your own.

Statements:

1. A poor farming family considers children a source of labor in the fields and social security for their parents' old age.

2. In spite of technological advances such as irrigation projects, new seeds, and machinery, the poor farmer is not much better off.

3. There is enough grain to provide everyone in the world an adequate diet (3000 calories/day).

4. Food aid is only a temporary solution.

5. The issue of hunger is not a competition between developed and developing countries.

6. Consumers and farmers in both rich and poor countries suffer from high food prices and the expanding role of large corporations in food production.

7. Poor farmers in developing countries need to be given an active role in decisions about the land and the type of crops to be grown.

8. Land which could be used to grow food for the population of a developing country has been converted to cash crops by large landowners.

9. When families are able to have food, security, and good health care, many will choose to have fewer children.

10. Overpopulation is not the cause of hunger; hunger is one of the causes of overpopulation.

11. In 1991 the UN Food and Agricultural Organization reported a record world production of staple foods.

12. The problem is not the supply of food; it is unequal distribution of food.

13. Sending food aid creates dependency and fosters paternalistic attitudes.

14. Large multinational food corporations control much of the world's food trade.

15. The modern methods require more investment, something only rich landowners can afford.

18. THE GREEN REVOLUTION REVISITED

Introduction

The Green Revolution, once hailed as the answer to the world's food supply problem, has become the subject of controversy. Many texts and other teaching materials have presented only the "rosy" side of the story, perhaps because people believe so strongly in the importance of technology and science. This activity prepares students to debate the pros and cons of the Green Revolution. What has been its effect on the society? On the environment? Is it transferable to cultures and climates in other parts of the world?

Objectives

The student will be able to:

- Conduct a debate on whether or not the Green Revolution is the answer to the world's food supply problem.
- Write a position paper expressing a personal stand on the issue.

Time

2-3 class periods

Materials

Handout 18-1, "Background on the Green Revolution"
Handout 18-2, "The Green Revolution Pro and Con"
Optional: Library materials on the Green Revolution (articles, sections of books, reference materials)

Procedure

1. The debate which is the focus of this activity can be conducted using only the materials in Handouts 18-1 and 18-2. However, if there is more time available and the teacher wishes students to practice researching and selecting information to support their side of the debate, library materials on the Green Revolution need to be collected or arrangements made to go to the school media center. Allow at least one extra day for research.

2. Begin the activity by asking students to define the Green Revolution. They will probably have some idea of what it entailed, but make sure that they are clear how the term is being used in this activity:

Green Revolution Development and use of high-yielding varieties of wheat, rice, and corn. Initial trials of these seeds during the 1960s and 1970s were held in Mexico, India, and the Philippines. Current usage refers to any combination of the high-yielding seed with fertilizer, pesticides, and irrigation.

2. Distribute copies of Handout 18-1, "Background on the Green Revolution." Discuss the basic facts presented and point out that the Green Revolution has been controversial, and that in spite of its early success, some people are now having second thoughts about it.

3. Explain that the class will prepare and hold a debate on whether or not the Green Revolution is the answer to the world's food problems. Split the students into two groups, one Pro and one Con. Distribute the appropriate section of Handout 18-2 to students in each group.

4. Outline the debate format and the amount of time allotted. Choose your own debate format or use the following simplified format:

- **Introductions:** Each side has 1 minute to introduce their main arguments (one person per side)
- **Presentation of Arguments:** Each side has up to 5 minutes to present their most convincing material (arguments and supporting data) (one or two people per side)
- **Rebuttal:** Each side has 2 minutes to rebut (one person per side)

5. Allow time for preparation. If using only the material on Handout 18-2, one class period should be sufficient. Make sure that the students do not just read from the sheets, but digest the materials and use them in combination with their own general knowledge and logic. Arrange for outside judges if desired (other students, teachers, administrators, or parents).

6. Hold the debate and have the judges announce the winner or the class vote on which side they think presented the best argument.

7. Assign a position paper in which the student uses information from the debate and injects his/her own ideas, taking a position on the Green Revolution. Remind them to include a thesis statement and strong, well-developed arguments.

8. Debrief by holding a class discussion using some or all of the following questions:

- What have been the strong points of the Green Revolution? What were its weakest points?
- What suggestions would you make to improve the Green Revolution?
- To which other global issues is it linked?
- Do you think it is the answer to the world's food supply problems?

Handout 18-1

BACKGROUND ON THE GREEN REVOLUTION

In the 1960s Norman Borlaug, the "Father of the Green Revolution," argued that the way to solve the global food supply problem was to apply modern scientific technology. Borlaug received the Nobel Peace Prize in 1970 for his work in breeding a new high-yielding variety of wheat which produced more grain on the same amount of land. New high-yield varieties of rice and corn followed. The first trials of these high-yield seeds took place in Mexico, then in India and the Philippines. Optimistic projections promised Third World countries that they could double their grain production in five years by using the new seed and the techniques of intensive, or scientific, agriculture. To get the best results, farmers needed to use irrigation, fertilizer and pesticides.

Twenty years later, the verdict is still not in on the Green Revolution. In 1991 the World Food Council urged a renewal of the Green Revolution, but it expressed concern about criticism that the benefits of the revolution had not been spread equally among the people.

You will receive materials to help you prepare the pro or con side of a debate on the question: **Is the Green Revolution the answer to the world's food supply problem?**

PRO: THE GREEN REVOLUTION IS THE ANSWER TO THE WORLD'S FOOD SUPPLY PROBLEM

The material below can be used to prepare your side of the debate. You do not have to use it all. Select and organize appropriate facts and arguments to present a coherent position.

The Green Revolution was responsible for a 37 percent increase in grain production in India from 1950 to 1977.

In the northern part of India, where the Green Revolution techniques became very popular, wheat production doubled in only four years.

Although some farmers have not seen the promised increases in production, they probably need to be taught the techniques required. Do not condemn the system because someone applies it incorrectly.

Traditional farming methods are no longer practical with the increase in the world's population. There is not much arable land left to cultivate, so we must grow higher yields on existing cropland.

Without the use of technology and the new seed varieties, the necessary expansion of cropland would endanger forests and grasslands, further damaging the global environment.

Traditional agriculture is responsible for more damage to the environment than intensive agriculture (the techniques of the Green Revolution). For example, the spread of the Sahara Desert in Africa has been partially caused by overgrazing and the cutting down of trees for fuel caused by population pressure. In Asia overgrazing and deforestation have caused serious soil erosion and flooding. On the other hand, lands have been improved for intensive agriculture by constructing new drainage systems, leveling, and irrigating the land, all of which help to preserve it.

Opponents have exaggerated the costs of the technology required for intensive farming. For example, a less expensive version of the tube well (for irrigation) was developed which costs only $40 -$50. Small farmers could get credit to build one.

One of the most important effects of the Green Revolution in India is the enthusiasm of the participating farmers. In a culture which has traditionally resisted change, this desire for change and optimistic view of the future is an important shift.

Because of the need for increased efficiency in the use of land and other natural resources, agriculture in the future must be based on science. There is no room or time to continue practicing inefficient traditional methods. By the year 2000, there will be half the land per person in developing countries as there was in 1970.

Farmers who succeed using Green Revolution techniques will have more income to invest in improvements such as large farm machinery and more efficient wells and irrigation systems. They will begin to think in modern, scientific ways

The reasons for poverty in the rural areas of developing countries is low productivity. Agriculture must be made more productive. The best way to do this is to increase crop yields.

CON: THE GREEN REVOLUTION IS NOT THE ANSWER TO THE WORLD'S FOOD SUPPLY PROBLEMS

The material below can be used to prepare your side of the debate. You do not have to use it all. Select and organize appropriate facts and arguments to present a coherent position.

The Green Revolution was developed by scientists and can only increase crop yields as promised if the farmer is knowledgeable. Many poor uneducated farmers do not have the skills to succeed.

High-yield crops variety crops are more prone to disease and pests. This means that the seed varieties need to be changed every few years to keep ahead of diseases.

Many of the Green Revolution projects have been a "flash in the pan." They have not been able to maintain their initial success.

High-yield seeds are high-yielding only with the use of fertilizer, irrigation, and pesticides. Farmers need to have money to make the initial investment.

The increasing use of chemicals and pesticides has contaminated our soil and water and is threatening our wildlife Increased pesticide use encourages the development of stronger pests, for which new and stronger forms of pesticides must be developed.

Pesticides also kill beneficial insects. As these natural predators die off, harmful insect populations soar.

Increased mechanization of agriculture stimulated by the Green Revolution has taken jobs away from poor agricultural laborers.

The new varieties of seed do not grow as well in climates different from where they were developed. For example, the "miracle" seed developed in Mexico has not done well in Kenya.

The Green Revolution helps the prosperous farmer more than the poor farmer. In India, the benefits of the Green Revolution have been much greater for the large landowners than for small farmers. Almost half of the peasants own less than an acre or have no land at all. For them, the Green Revolution has not taken place.

When small farmers have tried to get loans to purchase irrigation equipment, fertilizer, and pesticides, they have been charged high rates of interest by the large landowners and businessmen. Some farmers have lost the land that they did own when they could not repay their loans.

Scientists who developed the Green Revolution techniques often worked in very controlled environments. They did not understand the reality of village life in developing countries.

Over fertilization and overuse of pesticides have caused serious environmental damage, which is becoming more and more obvious as time goes by. Longterm effects on the environment are not known. The unskilled use of irrigation in some areas of the world, such as southern Iraq and Egypt, has resulted in salinization of the land, which then becomes useless unless the process is reversed.

Hunger 1992: Second Annual Rep On The State Of World Hunger. Washington, D.C.: Bread for the World Institute on Hunger and Development, 1991.

> Provides resource material for teachers, particularly on successful projects. Available for $2.95, plus shipping from Bread for the World Institute, Attn.: Publishers Order 802, Rhode Island Avenue, NE, Washington, D.C. 20018. Telephone: 202/269-0200; Fax 202/529-8546.

Social Issues Resource Series. Boca Raton, FL: Social Issues Resource Series (SIRS), 1975-1988.

> Four volumes on *Food* include articles with a variety of perspectives on global food issues. Contact: Social Issues Resource Series, PO Box 2348, Boca Raton, FL 33427-2348. Telephone: 407/994-0079; Fax 407/994-4704.

Murphy, Elaine. *Food and Population: A Global Concern.* Washington, D.C.: Population Reference Bureau, 1984.

> Reprinted article from *Social Education* May 1984, uses historical and statistical data to look at the relationship between food and population. Available with a teaching guide for $2 from the Population Reference Bureau, 777 14th Street, NW, Suite 800, Washington, D.C. 2005. Telephone: 202/639-8040.

Williams, Sonja. *Exploding the Hunger Myths: A High School Curriculum.* San Francisco, CA: Food First Institute, 1987.

> Twenty-five activities including graphs, charts, and handouts, based on the Food First "hunger myths." Available for $18.50 from Food First Institute, 145 North Street, San Francisco, CA 94102. Telephone: 415/864-8555.

Lapper, Frances Moore and Joseph Collins. *World Hunger: Twelve Myths.* San Francisco, CA:

> Contact the Institute for Food and Development Policy, 145 Ninth Street, San Francisco, CA 94102, for a variety of educational materials, including this classic.

The Hunger Project. *Ending Hunger: An Idea Whose Time Has Come.* NY: Praeger, 1985.

> Large-format paperback with numerous photographs, graphics, and diverse perspectives on the global food issue. Contact The Hunger Project for other materials, Hunger Project, 1 Madison Avenue, NY, NY: 10010. Telephone: 212/532-4255.

Interaction
1717 Massachusetts Avenue, NW
8th Floor
Washington, D.C. 20036
202/667-8227

A clearinghouse for organizations working on food and development projects. Write for a list of organizations and what they do.

Heifer Project International
PO Box 808
Little Rock, AR 72203
501/376-6836

An unusual organization that gives livestock to families in developing countries in return for commitments to breed the animals and donate offspring. Write for information.

CARE
660 First Avenue
New York, NY 10016
212/686-3110

Sponsors development projects, produces a variety of educational materials.

Hunger Project
1 Madison Avenue
New York, NY 10010
212/532-4255

International organization working to end hunger through public education (see above-*Ending Hunger*).

Bread for the World
802 Rhode Island Avenue, NE
Washington, D.C. 20018
202/722-4100

Works to publicize world hunger issues and to lobby politicians.

X. DEVELOPMENT

Development is the issue which ties together many of the other global issues, including population, food, energy, environment, education, and the role of women. It is also the issue on which we tend to be the most ethnocentric; to many of us in the developed world, the goal for developing nations should be to be just like us! Much of the early work in international development suffered from such a narrow approach. The approach to development in the '90s is to design a project for its sociocultural context, to involve people from the grassroots level in planning, and to assess the longterm environmental impact of the project. This approach is termed *sustainable development*, meeting the need of the present without jeopardizing the future. The activities in this unit focus on the theme of sustainable development. First, students survey their own and others' attitudes toward economic aid to Third World nations. The second activity explores the concept of sustainable development and gives examples of it in action. The single most important factor in the long-term success of development projects is literacy, particularly that of women, which is the focus of the last activity.

19. WHAT AMERICANS THINK OF THIRD WORLD DEVELOPMENT

Introduction

Attitudes in the United States about Third World development have had a great deal to do with which kinds of projects that government agrees to fund. In 1987 Project Interaction and the Overseas Development Council conducted a public opinion survey, "What Americans Think: Views on Development and U.S.-Third World Relations." In this activity students will take and administer a shortened version of this survey to explore their own views and those of others in their community. Then they will compare their results with the original survey results and discuss the implications of their findings.

Objectives

The student will be able to:

- Administer and tabulate a survey on development.
- Analyze the results of the survey.
- Compare their results to those of the original survey.
- Discuss implications of attitudes in the U.S. toward Third World development and economic aid.

Time

1-2 class periods, time outside class to administer survey

Materials

Handout 19-1, "What Americans Think: Views on Development and U.S.-Third World Relations"
Handout 19-2, "Survey Results"
Overhead transparencies of Handouts 19-1 and 19-2

Procedure

1. Ask students if they think that the U.S. should send development aid to other countries. How does the U.S. government make decisions concerning where to send aid and which types of projects to support? What do most of the citizens think?

Explain that each student will be giving a survey about development aid to any four people in the community (other students, teachers, relatives, neighbors, etc.) Before they can administer the survey, they need to take it themselves. This is an oral survey, intended to be given over the phone or personally, because researchers have found that people often do not return written surveys or may not understand the directions. Oral surveys get a more complete response. The students will each receive one copy of the survey, on which they need to record their own answers and those of their four subjects.

2. Allow time for the students to complete the survey, answering any questions about directions or format that may come up. (The reason why there is a *No Answer* response is that sometimes in oral interviews a person chooses to skip a question or questions. To make the survey comparable to the original, the *No Answer* response was kept.)

3. Demonstrate on the overhead transparency of Handout 19-1 how to tabulate the results of the survey. Ask a student volunteer to

convert the class results to percentages and record them on a master copy.

4. Set a deadline for completion of each student's oral interviews. Remind them that they may interview their friends, relatives, other teachers, or neighbors. They are to conduct the interview orally and to record the results on their copy of the survey. Review interview protocol as needed (make an appointment, explain the purpose, thank the subject, etc.).

5. When all students have completed their interviews, tabulate the results. Convert to percentages and record on the master copy.

6. Distribute copies of the original survey results, Handout 19-2. Using an overhead transparency of Handout 19-2 write in the percentages for the class and for their community subjects. How similar are the results? Discuss reasons for any differences, noting that the survey was conducted in 1987 before the end of the Cold War and the mission to Somalia.

7. Summarize by asking the students to make conclusions about general attitudes toward development in their community. Do they feel that there is a difference in attitudes between generations on the subject of economic aid? Does the U.S. government have the same priorities in their aid program as those expressed in the public opinion survey? How does public opinion affect U.S. policy?

8. (Optional) Encourage students to write letters, telephone, or fax U.S. Senators and/or Representatives to express their opinions about development and economic assistance.

WHAT AMERICANS THINK
VIEWS ON DEVELOPMENT AND U.S.-THIRD WORLD RELATIONS

The following questions were part of a survey conducted in 1987 by Project Interaction and the Overseas Development Council. Our purpose in administering the survey is to compare attitudes in our school and community with those in the original survey. We appreciate your cooperation in completing the survey.

1. Do you think it will be best for the future of the U.S. if they:

______ Take an active part in world affairs
______ Stay out of world affairs
______ Don't know
______ No answer

2. Would you say that living conditions in the poor countries of the world today are better than, about the same, or not as good as they were 10 years ago?

______ Better than
______ About the same
______ Not as good
______ Don't know
______ No answer

3. Using a scale where 1 means not at all important and 10 means very important, please tell how important you feel each of these countries is to the U.S.

Russia	1	2	3	4	5	6	7	8	9	10
Mexico	1	2	3	4	5	6	7	8	9	10
India	1	2	3	4	5	6	7	8	9	10
Great Britain	1	2	3	4	5	6	7	8	9	10
Nigeria	1	2	3	4	5	6	7	8	9	10
China	1	2	3	4	5	6	7	8	9	10

4. Are you generally in favor of or opposed to U.S. economic assistance to other countries?

______ Favor
______ Oppose
______ Don't know
______ No answer

5. Do you think the U.S. government is doing more than it should, about the right amount, or less than it should to fight poverty in other parts of the world?

______ More than it should
______ About the right amount
______ Less than it should
______ Don't know
______ No Answer

6. Concerning the problem of hunger and poverty outside the U.S., do you feel that people like are doing all they can to solve it, as much as can be expected, less than expected, or almost nothing at all?

______ Doing all they can
______ As much as can be expected
______ Less than expected
______ Almost nothing
______ Don't know
______ No answer

7. In general, do you think that the people in Asia, Africa, and Latin America view U.S. citizens as:

a. Friends or enemies?	b. Generous or stingy?
______ Friends	______ Generous
______ Enemies	______ Stingy
______ Depends/both	______ Depends/both
______ Don't know	______ Don't know
______ No answer	______ No answer

8. Assume that you are in charge of development aid to other countries. Using any number from 1 to 10 on a scale where 1 is lowest priority and 10 is top priority, please tell how high a priority you would give to each of these areas:

African countries	1	2	3	4	5	6	7	8	9	10
Asian countries	1	2	3	4	5	6	7	8	9	10
Arab countries	1	2	3	4	5	6	7	8	9	10
Israel	1	2	3	4	5	6	7	8	9	10
Latin America & Caribbean	1	2	3	4	5	6	7	8	9	10

9. Which kinds of aid programs are most important to you? On a scale where 1 means low priority and 10 means top priority, where would you place these types of aid?

a. Providing other countries with surplus food	1	2	3	4	5	6	7	8	9	10
b. Programs that help countries lower infant death rates	1	2	3	4	5	6	7	8	9	10
c. Sending volunteers like the Peace Corps to work in other countries	1	2	3	4	5	6	7	8	9	10
d. Programs to support small businesses started by people in other countries	1	2	3	4	5	6	7	8	9	10
e. Education on family planning	1	2	3	4	5	6	7	8	9	10
f. Using aid money to encourage U.S. business to invest in those countries	1	2	3	4	5	6	7	8	9	10
g. Using aid to help farmers in those countries buy seed and basic equipment	1	2	3	4	5	6	7	8	9	10

10. Thinking about the issues in this survey, tell whether you tend to favor or oppose U.S. foreign aid for development projects such as health care, education, and agriculture to countries in Asia, Africa, and Latin America?

______ Favor
______ Oppose
______ Don't know
______ No Answer

WHAT AMERICANS THINK
VIEWS ON DEVELOPMENT AND U.S.-THIRD WORLD RELATIONS

The results of the original survey completed in 1987 are given in parenthesis.

1. Do you think it will be best for the future of the U.S. if they:

69%	Take an active part in world affairs
25%	Stay out of world affairs
6%	Don't know
0%	No answer

2. Would you say that living conditions in the poor countries of the world today are better than, about the same, or not as good as they were 10 years ago?

32%	Better than
35%	About the same
21%	Not as good
12%	Don't know
0%	No answer

3. Using a scale where 1 means not at all important and 10 means very important, please tell how important you feel each of these countries is to the U.S.

	1	2	3	4	5	6	7	8	9	10	D/K
	PERCENTAGES										
Russia	11	3	3	2	9	4	6	13	9	38	2
Mexico	5	3	5	6	17	10	12	17	8	15	2
India	11	8	12	12	23	10	7	7	2	4	4
Great Britain	3	2	3	3	8	7	11	18	16	27	2
Nigeria	11	9	10	11	21	8	8	7	3	5	7
China	5	3	3	4	12	9	15	19	10	18	2

4. Are you generally in favor of or opposed to U.S. economic assistance to other countries?

50%	Favor
41%	Oppose
8%	Don't know
1%	No answer

5. Do you think the U.S. government is doing more than it should, about the right amount, or less than it should to fight poverty in other parts of the world?

35%	More than it should
42%	About the right amount
18%	Less than it should
5%	Don't know
0%	No Answer

6. Concerning the problem of hunger and poverty outside the U.S., do you feel that people like are doing all they can to solve it, as much as can be expected, less than expected, or almost nothing at all?

10%	Doing all they can
41%	As much as can be expected
30%	Less than expected
16%	Almost nothing
3%	Don't know
0%	No answer

7. In general, do you think that the people in Asia, Africa, and Latin America view U.S. citizens as:

a. Friends or enemies?		b. Generous or stingy?	
37%	Friends	48%	Generous
42%	Enemies	36%	Stingy
10%	Depends/both	5%	Depends/both
11%	Don't know	11%	Don't know
0%	No answer	0%	No answer

8. Assume that you are in charge of development aid to other countries. Using any number from 1 to 10 on a scale where 1 is lowest priority and 10 is top priority, please tell how high a priority you would give to each of these areas:

	1	2	3	4	5	6	7	8	9	10	D/K
	PERCENTAGES										
African countries	4	2	5	7	16	10	13	16	10	13	4
Asian countries	5	3	7	9	24	14	15	11	4	4	4
Arab countries	21	9	13	11	15	8	8	5	2	2	6
Israel	9	6	8	9	15	9	12	11	6	11	4
Latin Amer/Carib.	4	3	5	6	17	12	14	17	8	10	4

9. Which kinds of aid programs are most important to you? On a scale where 1 means low priority and 10 means top priority, where would you place these types of aid?

	1	2	3	4	5	6	7	8	9	10
	PERCENTAGES									
a.	4	2	3	5	14	8	11	19	11	21
b.	2	2	4	5	12	8	11	17	12	25
c.	4	2	3	5	8	7	11	20	11	28
d.	6	4	5	9	20	11	12	14	6	9
e.	5	2	3	4	9	5	9	16	14	32
f.	8	6	8	9	21	12	12	12	3	6
g.	4	2	3	4	9	6	12	19	15	26

10. Thinking about the issues in this survey, tell whether you tend to favor or oppose U.S. foreign aid for development projects such as health care, education, and agriculture to countries in Asia, Africa, and Latin America?

79%	Favor
17%	Oppose
4%	Don't know
0%	No Answer

20. SUSTAINABLE DEVELOPMENT

Introduction

The concept of sustainable development is one of the most important global themes of the 1990s. Development experts learned some difficult lessons in the 1960s and 1970s. Projects often failed because of resistance from the local community or unanticipated effects on the environment. Sustainable development takes a longer view, involves grassroots participation, and emphasizes protection of the environment. In this activity students select projects which fulfill the criteria for sustainable development.

Objectives

The student will be able to:
- Define the concept of sustainable development.
- List criteria for sustainable development projects.
- Evaluate suggested projects using the criteria established.

Time

1 class period

Materials

Handout 20-1, "Sustainable Development: Keeping the Balance"
(Optional) Brochures or other materials on aid projects by the U.S./your government, UN agencies, and/or private organizations

Procedure

1. Review the concept of economic development and the types of development aid that the students rated highest in the survey in Activity 19. Discuss what characteristics the students would look for in a good development project.

2. Distribute copies of Handout 20-1, "Sustainable Development: Keeping the Balance." Instruct students to read the definition and paragraph explaining the concept of *sustainable development*. Have them identify five criteria for sustainable development found in the reading. Explain that criteria are standards by which to judge, or evaluate, something. The criteria may be written as questions or phrases (e.g., "Does the project use natural resources wisely?" or "Must be equitable to all groups in the community").

3. Review the criteria listed by the students. Make sure that they include these points:

- Is the project equitable to all groups in the community?
- Does the project use natural resources wisely?
- Does the project include grassroots decision-making?
- Will the project continue after the money and expert help leave?
- Does the project protect the rights of future generations?

4. Direct the students to the last part of Handout 20-1. Demonstrate, using the first example, how to apply the criteria to project descriptions and decide whether or not the project represents sustainable development. Allow time for students to complete the handout.

5. Check student answers, encouraging them to use the criteria to explain their decisions. Use these questions to debrief:

- How does sustainable development change the relationship between the local people and outside development experts?
- Does sustainable development depend heavily on technology?
- What do you think the advocates of sustainable development would say about the Green Revolution?
- Which other global issues are involved in sustainable development?

6. (Optional) Have available a collection of brochures and program descriptions of assorted aid projects by the U.S./your government, UN agencies, and/or private nongovernmental organizations (NGOs). Ask students to examine the materials and to identify examples of sustainable development projects. (See list in Additional Resources for this unit.)

Key to Handout 20-1

Projects #1, 3, 4 are the best examples of sustainable development.

SUSTAINABLE DEVELOPMENT: KEEPING THE BALANCE

"*Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.*"
Brundtland Commission, 1987*

Sustainable development is an important global theme for the 1990s. In the past, many development projects did not last; they were short-term successes, but after a few years the people were no better off than before. By taking into account the physical and cultural environment, sustainable development establishes projects which do not deplete the natural resources of an area and which involve people in decision-making at the grassroots level. After the money and experts have left, the people of the local community will be able to continue the project. Sustainable development is also equitable. It does not serve the needs of any one group in the community over other groups or buy benefits for this generation at the expense of the next generation.

Read and discuss the definition. List five specific criteria for sustainable development:

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

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*Source: National Council of Returned Peace Corps Volunteers, March 1993, p. 3.

PROJECTS:

Classify each of the projects below based on the criteria for sustainable development. Be prepared to explain reasons for your decision.

	Sustainable Development	Not Sustainable Development
1. A young man gets a scholarship to an agricultural college contingent on his returning to his village for at least five years.		
2. A farmer with a 50 acre farm gets a harvesting combine with a low interest government loan.		
3. Women are given classes in sanitation and family planning by a woman born in the village who has completed a five week training course.		
4. Farmers are taught how to raise trees and food crops together so that they can have food while the trees mature, then harvest, and sell the trees a few at a time.		
5. Land is cleared for an experimental cattle ranch run by experts from North America which employs a number of men from the local area.		

21. LITERACY AND DEVELOPMENT

Introduction

There are nearly one billion people in the world who are illiterate, one-fifth of the world's population. In spite of the fact that most development agencies identify women's literacy as the single most important factor in development, one out of every three women in the world cannot read and write. Illiteracy is not confined to adults; in 1986, 105 million children between the ages of 6 and 11 were not in school. This activity explores several aspects of the issue of global literacy: the gender gap, personal stories of people affected by illiteracy, and programs that work.

Objectives

The student will be able to:

- Explain why women's literacy is an important factor in development. Identify obstacles to literacy education in personal stories of adults and children.
- Match successful strategies in literacy education with problems identified in the case studies.

Time

2 class periods

Materials

Handout 21-1, "Women's Literacy: Investing In the Future"
Handout 21-2, "The Culture of Silence"
Handout 21-3, "Literacy Programs that Work"

Procedure

1. Review the basic facts of world literacy:

- There are nearly one billion illiterate people in the world, one-fifth of the world's population.

- During the 1980s public expenditures on education as a percentage of GNP declined in Sub-Saharan Africa and Southern Asia.

- As a global issue, illiteracy often is given a lower priority than disease, war, or famine, which are more dramatic.

- Literacy, particularly the literacy of women, is seen as the most important factor in development.

2. Distribute copies of Handout 21-1, "Women's Literacy: Investing in the Future." Read and discuss the statements on the handout, asking the students to make conclusions about the importance of women's literacy to their families, their communities, and their nation. List on the chalkboard all of the things that a literate woman in a rural village could not do for herself if she could not read and write or do simple calculations. Discuss whether or not the students agree with the Zapotec Indian woman who said that she would educate women more than men.

Sources: *ILY: Year of Opportunity*, Paris: UNESCO, 1990; and *The Challenge--1990*, Paris, UNESCO, 1990.

3. Distribute copies of Handout 21-2, "The Culture of Silence." Explain that these are actual stories of people whose lives have been affected by being illiterate (except for the teacher). Have the students read the stories in pairs and identify the obstacles faced by each person. Why can't (s)he receive a basic education? Write the problems in the blanks under each case study. Discuss the meaning of the term, the "culture of silence." In which ways is an illiterate person silent?

4. Discuss the students' lists of obstacles, making sure that they see beyond the surface to more abstract constraints. Explain that even though education in some areas has had to compete with other needs, and funding and school attendance have declined, the people themselves often overcome tremendous obstacles to acquire an education. The fact that women in Africa, whose work day is so long and arduous, find the time to go to literacy classes is a clear indication that they see how being able to read and write is going to give them control over their lives. In the case of the teacher, why do so many women remain in their teaching jobs as wages drop and working conditions remain so difficult?

5. Distribute Handout 21-3, "Literacy Programs That Work." Ask the students to review the program descriptions, looking for successful strategies which might be applied to some of the problems identified in Handout 21-2. For example, Sita might be able to go to school if the teacher were female and the classes separated as in Bangladesh. Direct the students to go back to Handout 21-2 and make notes about successful strategies which might be applied to each case study.

6. (Optional) Have students research local literacy projects to find out what kinds of volunteer jobs are available.

WOMEN'S LITERACY: INVESTING IN THE FUTURE

Women's literacy is the single most important factor in development.

One out of every three women in the world is illiterate.

Infant mortality and malnutrition are significantly lower in cases where mothers have completed primary education.

Women are responsible for 70 percent of food production in Africa.

Agricultural production can rise by as much as 25 percent when poor farmers receive even as few as four years of schooling.

Studies show that women in developing countries are engaged from twelve to eighteen hours a day, every day of the week, in work to ensure the survival and well-being of their families. They must prepare meals and care for children, walk miles to get water and fuel. In certain parts of the world, women play the main role in growing food as well as in selling or trading it for other needed items. A woman's workday usually begins before dawn and ends long after sunset. Under these circumstances, how will it be possible for women to attend literacy or other classes, even if their husbands allow them to do so, which is not always the case. . . .

Between 70 percent and 90 percent of enrolled literacy learners in African countries are women.

We are not empty pitchers. We have minds of our own. We can reason out things. And, believe it or not, we have dignity. Let those who teach us remember this."
(Woman enrolled in a literacy class in Africa)

Not long ago a group of literate women from the south coast of Kenya were explaining the advantages of their recently acquired skills in reading, writing, and calculation. Now they could sign their names they had more control over money transactions, they could read medical prescriptions and instructions, 'Our eyes have been opened,' said one of them, expressing the new sense of pride and increased self-reliance.

"I would educate women more than men. Women bear and raise children. So, women prepare the future. How can the future be good if women are illiterate?"
(Zapotec Indian woman in a literacy class in Latin America)

Sources: *ILY: Year of Opportunity*, Paris: UNESCO, 1990; *The Challenge - 1990*, Paris: UNESCO, 1990; and "Women at the Center," UNFPA, 1990; Agneta Lind, *"The Generation Gap,"* UNESCO Courier, July 1990.

THE CULTURE OF SILENCE
Lives Affected By Illiteracy

Each of the people below is illiterate, part of what has been called the "culture of silence." Read the case studies and be prepared to discuss the obstacles which each faces in his/her struggle to learn.

Sita

Sita is a 10 year old girl in a village in India. Her father is a cattle herder. Her mother tends a small vegetable garden and takes care of her five children. Sita wants to go to school, but the nearest school is six miles away. Because the teacher is a man, her parents will not allow her to go. Her mother needs her to help with the children during the day.

(Fact: One out of every five girls in India does not attend primary school.)

Mario Tarupe

Mario lives in Mozambique. In 1985 he was a seventh-grader, but he has not been able to go to school since then because he lives in an area that has become a battleground for a war fought between the government and rebel troops. Since 1985 Mario has been moving from one town to another because of the war. Many nights it was not even safe to sleep in the house because of the fighting. He and his family slept in the bush. About 400 schools in the area have been closed and 75 teachers have been killed. Even though Mario wants to complete his education, it will be impossible until the was is over.

(Fact: About 1.2 million children under 15 years old in Mozambique have not attended school.)

Albert

Albert is a 13-year-old boy living in Kenya. Albert's father says that the local school teaches the children nothing useful for their lives. He needs Albert to help with the farm harvest and to bring in money by working on a nearby coffee plantation. His parents made him quit school after two years.

(Fact: Half the children in rural areas of the world complete less than four years of school, often because their parents think that the education offered is useless.)

Ruth

Ruth is an 18-year-old mother of two living in a refugee camp in Ethiopia. Because of the drought that ruined their farmland, she and her husband had been forced to leave their home and become refugees. When her baby got sick shortly after they arrived in the camp, it almost died because Ruth was not able to read the directions of the medicine she was given. Her husband, who was able to read a few words on the bottle, took it to the clinic so that the nurse could read it to them.

(Fact: The health of children is directly related to the skills and knowledge of the mother. Literate mothers have healthier babies and are more likely to insist that their children become literate.)

Teresa

Teresa is a 35-year-old mother of five children who is living in tenant housing on a fruit plantation in Honduras. Her husband left to find work in the city nine months ago and she does not know what has happened to him because she cannot read or write to communicate with him by letter. Her three-year-old girl has developed an intestinal problem, possibly from lack of sanitation. Teresa has difficulty handling her wages, paying rent, etc. because of her lack of skills. She would like to learn to read, but as it is she works from 5 a.m. to after dark and there is no one to take care of her children. She feels trapped.

(Fact: One in five households in Latin America is headed by a woman.)

Teachers in developing countries also face serious obstacles:

Nani

Nani is a young teacher in a rural area of Indonesia. She is paid $30 US per month and receives a ration of rice. The rice, however, is often full of dirt and not very good quality. Nani has to depend on the parents of her students for housing. She is often lonely because there are few educated adults, especially women, in the village. In her culture, she should not socialize with the young men.

(Fact: In all regions of the world women make up 90 percent of the teaching force, except in the Arab States (51 percent) and Southern Asia (61 percent). Countries throughout the world currently spend an average of $20,000 per year on a soldier, but only $350 to educate a child. Almost two out of three teachers in developing countries earned lower salaries in 1990 than they did in 1980.)

LITERACY PROGRAMS THAT WORK

For each of the following literacy programs, identify successful strategies. Write those strategies by the case studies on Handout 21-2 for which these strategies might work.

In Thailand, the government provides bicycles for students in rural areas who live far from a school. As a result, school attendance in rural areas has increased.

In Zambia and Jamaica, schools set up separate shifts during the day for boys and girls. Attendance by girls went up by over 30 percent.

In Bangladesh, the Bangladesh Rural Advancement Committee educates poor children (60 percent of them girls) in over 2500 villages. The lessons are based on the needs of rural areas and taught by people recruited from the community. To meet the specific needs of the girls, 60 percent of the teachers are women, as compared to 80 percent in the government schools. Parents supervise and manage the schools and provide labor for school projects.

In one part of India, Operation Blackboard assigns two teachers to each primary school, no matter how small. One must be a woman. This change has encouraged parents to send their daughters to school and has helped the teachers to feel less isolated.

In Uganda, all primary school teachers are required to take a course in international studies to help them view their own community as a part of global society.

The Brazil Street Children Project has adapted its program to the needs of the street children. They emphasize topics such as money-making skills and have been able to keep many street children in school. The project, sponsored in part by UNICEF, serves the needs of Brazil's seven million street children.

In Pakistan, a project was begun to hold classes in homes. The number of girls getting an education increased because more parents allowed girls to go to these schools.

Several countries have adapted the school calendar to agricultural seasons. This allows students to be free during busy harvest and planting seasons and to study without interruption at other times of the year. Other countries have offered classes at night so students can work during the day.

A school in Kenya has its own livestock and vegetable gardens. The food raised is used for the lunch program and sold to help pay school expenses.

Radio Mathematics: In a number of countries, including Thailand, Nicaragua, and Bolivia, students in rural areas successfully learned math through radio broadcasts. The most effective radio mathematics programs are interactive, allowing students to respond orally to questions asked. Because of the shortage of math teachers in many developing countries, radio math has been the best way to reach students in small rural schools.

Facts for Life: In 1989 three UN agencies printed copies of a book of facts about children's health and growth. The original book was printed in the five official languages of the UN, but within months it was translated and published in over thirty languages. Thousands of volunteers worked through a network of community organizations to see that this important information got to the people who needed it. The messages were turned into cartoons, radio plays, news broadcasts, and even puppet shows. Facts for Life has been a successful program because it works through community leaders that have the trust of the people. It has been credited with saving many children's lives.

In the slums of Bangkok, UNESCO has founded a program to provide literacy, health education, nutrition, and housekeeping skills for women. Because reading and writing are taught in combination with skills that women consider necessary for their daily lives, attendance at the classes is very high.

The "Literacy by Radio" program begun by the Catholic Church in El Salvador has over 9000 women students. Most are poor and live in rural areas, and few have ever had any schooling. The radio programs are reinforced by individual studies and weekly group sessions.

The Street and Working Children Project of the YWCA reaches out to 100 children who spend their lives in the streets of New Delhi, India. Many are forced to beg or work in difficult situations. The project helps them to find shelter, education, and offers health services. Literacy classes are combined with games and recreational activities, and each child is assigned to a trained social worker.

Brown, Lester. *State of the World 1992.* NY: W.W. Norton, 1992.

Teacher resource with analysis of development issues and proposals for solutions. Available from The Worldwatch Institute, 1776 Massachusetts Ave., NW, Washington, D.C. 20036. Telephone: 202/452-1999. Published annually, $10.95, plus shipping for the 1992 edition.)

State of the World's Children, 1992. NY: Oxford University Press, 1992.

Proposals to improve the status of the world's children, including regional case studies and statistics. Available for $7.50, plus shipping, from U.S. Committee for UNICEF, 333 East 38th Street, New York, NY 10016. Telephone: 212/686-5522; Fax 212/779-1679.

Ross-Larson, Bruce and Associates, eds. *Human Development Report 1992.* NY: Oxford University Press, 1992.

Written by staff members of the United Nations Development Program, this book would be a teacher resource on development policy.

Development Education Annual 1990/91. NY: American Forum, 1991.

Includes case studies of projects/programs that reflect southern perspectives. Available for $9.00 from The American Forum, 45 John Street, Suite 908, New York, NY 10038. Telephone: 212/732-8606.

Big Picture. Baltimore, MD: Catholic Relief Service, 1990.

Based on an imaginary dinner conversation, this booklet explores the connections between individuals and the following global issues: agriculture, credit, trade, refugees, women, environment, and institution building. Available in Catholic and non-Catholic versions ($2, plus shipping) from Catholic Relief Services, 209 W Fayette Street, Baltimore, MD 21201-3403. Telephone 301/625-2220; Fax 301/234-2983.

The ABC of UNDP. NY: Consul Associates, 1990.

A Booklet and video featuring projects of the United Nations Development Programme. Available for $15 from UNDP, One UN Plaza, New York, NY 10017. Telephone 212/906-5302; Fax 212/906-5364.

U.S. Peace Corps Looking at Ourselves and Others. Washington, D.C.: WorldWise Schools Program, 1990.

> Kit highlighting Peace Corps experiences in Guatemala and the Inter-American region. Includes 20-minute video, video guide, and suggestions for activities. Contact WorldWise Schools, 1900 K Street, NW, Washington, D.C. 20526.

Lerner, Steve. *Earth Summit: Conversations with Architects of an Economically Sustainable Future.* Bolinas, CA: Commonweal/Friends of the Earth, 1991.

> Interviews with theorists of sustainable development. A section on "Building and Protecting Sustainable Communities" includes summaries of successful projects. Available for $9.95, plus shipping, from Commonweal, PO Box 316, Bolinas, CA 94924.

Karimian: A Simulation Game on Sustainable Development. Toronto, ON: CUSO Education Department, 1989.

> A simulation for 9-36 players which takes at least 4 1.2 hours. Based on a real situation in Tanzania, it involves issues of the environment, human life, wildlife, and economic gain. Available for $25.00, plus shipping, from DEC Book, 620 Bloor Avenue, Toronto, ON M6G 1K7, Canada. Telephone: 416/516-2966.

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